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ABSTRACT

The Demonstration and Research Center for Early Education (DARCEE) grew out of the Early Training Project (ETP) a pioneer early childhood intervention study designed to prevent the progressive educational retardation that is often characteristic of "disadvantaged" children. The ETP began its work in Murfreesboro, Tennessee, in 1962. The initial focus and continuing theme of DARCEE is to work with young children, especially those from low income homes, in an effort to foster and develop attitudes and skills that will support future learning. DARCEE assumes the child learns from the total impact of his environment, that from the beginning of his life he is sensitive and reactive to the external world. Based upon information the child gains from investigations of his environment and from interaction with others, the child develops attitudes, skills, and knowledge that could assist him in further learning. DARCEE feels that when there is careful planning so that children have predictable environments in which they feel secure, where events are planned so that they are interrelated and experience builds upon experience, and where teachers react positively to demonstrations of new skills, optimal learning occurs. DARCEE has developed a description of its program characteristics which lead to the accomplishment of DARCEE's skill and attitude objectives. Program areas include: grouping; organization and use of time; physical setting; teacher role; teacher preparation; reinforcement techniques; skill development; materials use and selection; attitude development; and parent involvement. Three kinds of skills necessary for a DARCEE teacher are: (1) skills to teach effectively towards DARCEE skill and attitude objectives; (2) skills to teach effectively as part of a team; and (3) communicative skills to explain the purpose of the DARCEE program to parents, community leaders, and school policy makers. (MM)

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THE DARCEE TEACHER'S GUIDE

(Preschool Series)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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National Program on Early Childhood Education

DARCEE Preschool Program

January 1973

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THE DARCEE TEACHER'S GUIDE

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Chapter I

A LOOK AT DARCEE

History

The Demonstration and Research Center for Early Education (DARCEE) grew out of the Early Training Project, a pioneer early childhood intervention study conceived by Susan W. Gray and Rupert Klaus. The project was designed to prevent the progressive educational retardation which is often characteristic of "disadvantaged" children. The ETP began its work in Murfreesboro, Tennessee in 1962.

In the mid-1960's DARCEE had three preschool centers. The first, which opened in Nashville in the spring of 1966, was an intervention study in which mothers were trained to work with their children as educational change agents. All of the children lived in an adjacent housing project for low-income families. This center was operated for two and one-half years with the same children and terminated when the children entered the first grade in a metropolitan Nashville public school. The second center opened in the summer of 1966 on the Peabody College campus where DARCEE currently has its office and training center. Children for this center are recruited from various sections of Nashville. All come from poverty level families. DARCEE has had six full-year programs in the campus center. September 1972 will begin the seventh year. The third center opened in October 1967 in an elementary school at Fairview, Tennessee, a rural area about 25 miles from

Nashville. DARCEE involvement in the Fairview Center terminated in August 1970. The center then became a Head Start center, partially staffed by the mothers of the children who had been in the DARCEE program and had had some training by DARCEE staff. Other programs throughout the country have been exposed to DARCEE through training institutes carried out on the Peabody College campus. Many of them are presently using different aspects of the DARCEE model.

In the summer of 1971 DARCEE entered a new phase, generated in part by the relationship between DARCEE and the National Program on Early Childhood Education (NPECE). That phase has been marked by the extension of the DARCEE program to sites far from Nashville, in Louisville, Kentucky; Macon, Georgia; Mille Lacs, Minnesota; and Reading, Pennsylvania. It has also been marked by serious efforts to describe the DARCEE program in detail to aid individuals in becoming effective teachers using the DARCEE approach. This manual is one result of that phase.

Goals

The initial focus and continuing theme of DARCEE is to work with young children, especially those from low-income homes, in an effort to foster and develop attitudes and skills that will support future learning.

Underlying the goals are certain assumptions made by DARCEE on how children learn and the place of the DARCEE classroom in that process. DARCEE assumes the child learns from the total impact of his environment, that from the beginning of his life he is sensitive and reactive to the external world. What he sees, hears, smells, tastes, and touches are his personal sources

of information from his immediate surroundings. Based upon information the child gains from his investigations of his environment and from interaction with others, the child develops attitudes, skills, and knowledge that could assist him in further learning.

A key question is the extent to which the preschool child's experiences prepare him adequately for school and other learning situations. Many children are not well prepared. They face many hours and years of frustration at school, where instead they could be learning productively with the ultimate result that they will have more options about what they will do and be. We feel that when there is careful planning so that children have predictable environments in which they feel secure, where events are planned so that they are interrelated and experience builds upon experience and where teachers react positively to demonstrations of new skills, children would learn much and be capable of learning more.

The Program Essentials

To accomplish DARCEE's skill and attitude objectives, DARCEE has developed a description of its program characteristics, "The DARCEE Essentials." These Essentials are treated in detail in Chapter 3. However, they can be summarized as follows:[1]

1. Grouping. Children are grouped according to ability and/or personality. A reduced number of children per teacher allows

[1]The order in which the Essentials are listed does not reflect an order of importance; rather, they are listed in the order that they are dealt with in the preservice training as recommended in the Trainer's Manual.

the teacher to work with each child at his individual level of ability.

2. Organization and Use of Time. A daily schedule provides a predictable environment which helps children develop a sense of security. There are specific activities planned at specific times each day. Each activity is directed toward accomplishing certain objectives the teacher sets. The teacher makes maximum use of time to provide as many learning experiences as possible for the children.
3. Physical Setting. On the first day of school the classroom is bare of any visible materials so that children's attention is focused on the teacher. Materials are added to the room as they become meaningful to the children. The classroom is arranged to allow two or more small groups to function at the same time. There is also a specific area provided for conducting the large group activity.
4. Role of the Teacher. The lead teacher and assistant teachers all function as planners, decision makers, and evaluators. The lead teacher also functions as the trainer of assistant teachers and as coordinator of the total efforts of the classroom team.
5. Teacher Preparation. As much as possible, the teacher plans and is prepared for everything that goes on in the classroom. This preparation takes the form of preservice training sessions, the writing of lesson plans, daily planning and evaluation meetings, as well as inservice sessions during the school year.
6. Reinforcement Techniques. Positive reinforcement is used as a

means of managing behavior, developing attitudes and teaching skills. Verbal and physical indications of good performance are used to move the child from teacher control of his behavior to control of his own behavior.

7. Skill Development. Skills are taught through a planned sequence of activities. Beginning with very concrete and familiar experiences for the child, activities progress at the child's level of ability, to more abstract and difficult skills. Perceptual skills are taught through the levels of matching, recognition, and identification depending on the child's level of ability.

8. Materials Use and Selection. Materials are used to fit the learning, teaching goals, and needs of specific children. A material is used to teach many different skills. The materials used for an activity depend on the specific objectives a teacher has for that activity.

9. Attitude Development. DARCEE's attitude objectives include positive self-concept, persistence, interest in school-type activities, and others. Accomplishment of these objectives relates to how all the other Essentials of the program are implemented.

10. Unit Use. A unit is a planned sequence of activities organized around a common theme. The sequence of units presented during a year begins with things that the children are familiar with and expands to the less familiar. The unit is used to lead toward both attitude and skill objectives.

11. Parent Involvement. Parents are involved in the program, whether

or not the program has a home visitor. The classroom staff uses various means of working with parents. Where there is a home visitor, she has a program to guide her in working with parents in the home. Involving parents effectively is seen as a means of helping the parent be an effective teacher of her own child.

Chapter 2

YOU AS A DARCEE TEACHER

It is natural for you, as a future DARCEE lead teacher or assistant teacher, to be curious and concerned about the nature of your new job. You may be wondering about what special responsibilities you will have, and what skills will help you become a successful teacher. The rest of this chapter will consider these two questions.

What Special Responsibilities Do DARCEE Teachers Have?

Like any teacher who agrees to teach and supervise young children for a considerable length of time, you have a serious responsibility to the children, parents, and other residents in the community in which you teach. As a teacher, you are in a position to facilitate or hinder the intellectual and social growth of your students. What you do with a group of children over a period of time will make a difference in how those children are able to learn about their world and how they will function in it.

Your responsibility as a DARCEE teacher differs from that of other teachers in one important way. As a DARCEE teacher you would gear your teaching to the children's accomplishment of the particular attitude and skill objectives of the DARCEE program. You would select classroom activities that contribute as much as possible toward helping the children reach those objectives.

A second special responsibility you will have as a DARCEE teacher is to be a member of a teaching team. In the DARCEE program each classroom of children is taught jointly by a lead teacher and one or more assistant teachers. The lead teacher must be certified, but assistant teachers are not required to be certified. The team teaching arrangement requires each teacher to take a part in planning activities (writing lesson plans and preparing classroom materials), teaching small groups of children (and large groups in some cases), and evaluating the effectiveness of her own teaching as well as the teaching of the other team members.[2]

What Special Skills Should a DARCEE Teacher Have?

Basically, you will need three kinds of skills. First, you will need skills to help you teach effectively toward DARCEE skill and attitude objectives. Second, you will need skills that will help you function effectively in the teaching team. Third, you will need to be able to explain the purposes and procedures of the DARCEE program to parents, community leaders, and school policy makers.

Taking these skills in order, what skills facilitate the teaching of DARCEE objectives? There are several such skills, but we will mention four important ones here.

1. Be enthusiastic (i.e., project an excitement about students and learning activities by speaking in an animated and dramatic way).
2. Personalize instruction (i.e., frequently address yourself and the

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[2]The specific duties of individual team members are considered in great detail later in this manual (see Role of the Teacher, pp. 33-38).

specific learning activities to individual children rather than always teaching to "groups").

3. Be flexible (i.e., adapt yourself and your planned activities to the needs of the students and to the physical limitations of the classroom).
4. Choose appropriate activities for specific learning objectives.

Second, what skills are useful in the team teaching situation? Team teaching necessitates cooperation among team members. If each person is willing to carry out his share of the work, is supportive of others, is sensitive to their feelings, and is constructive in criticizing himself and others, the chances of productive teaching are good. If a person violates one or more of these conditions, the goals and morale of the group are jeopardized. As a member of a DARCEE teaching team, you should make serious efforts to carry your share of the load as a professional teacher in planning, teaching, and evaluating your teaching and the teaching of other team members. Try to be diligent, open-minded, and able to criticize yourself and other team members in constructive ways, which lead to improved performance rather than to defensiveness, feelings of inadequacy, or bitterness. Certainly, it will be helpful if you communicate clearly with other team members, are sensitive to their feelings, and support them when encouragement is needed.

What skills must you have in order to explain the DARCEE program to parents, community leaders, and school policy makers? Being able to listen to others and to express your own ideas clearly is one requirement. The other important requirement is that <u>you</u> must know about DARCEE before

you can relate it to another person. This teacher's manual should be a good source of information you could use to increase your knowledge about the DARCEE program.

Chapter 3

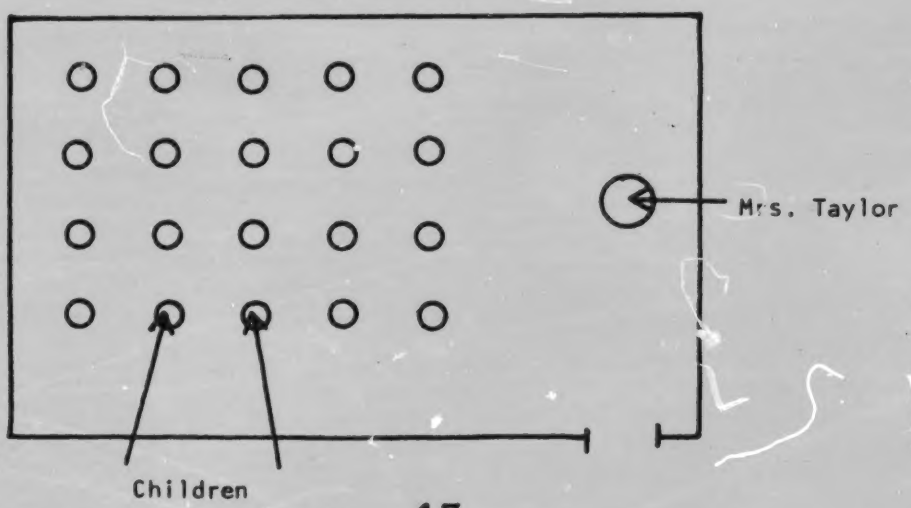
THE DARCEE ESSENTIALS

In this chapter each of DARCEE's eleven Essentials is described in detail. At certain points exercises are provided to help you assess your understanding of the various Essentials. As you read about each Essential, ask yourself the questions in the box below:

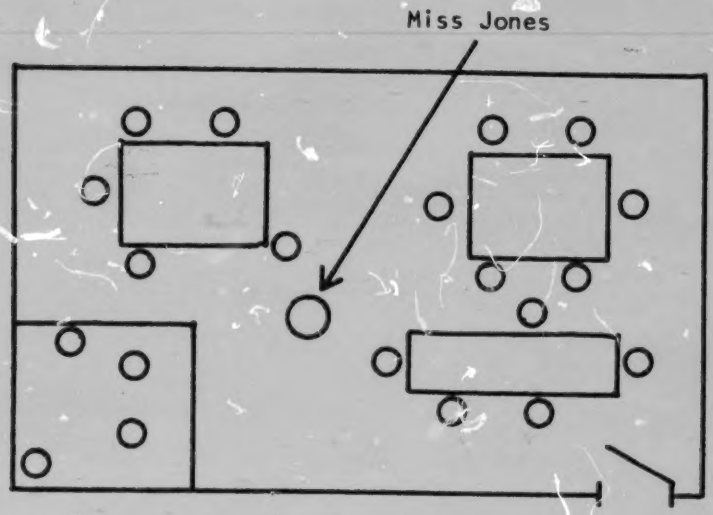
1. What is this Essential?
2. What will I have to do to help bring this Essential into my classroom?

1. Grouping

All teachers deal with groupings of children: For example, in Mrs. Taylor's classroom the entire classroom of children is the group she teaches.



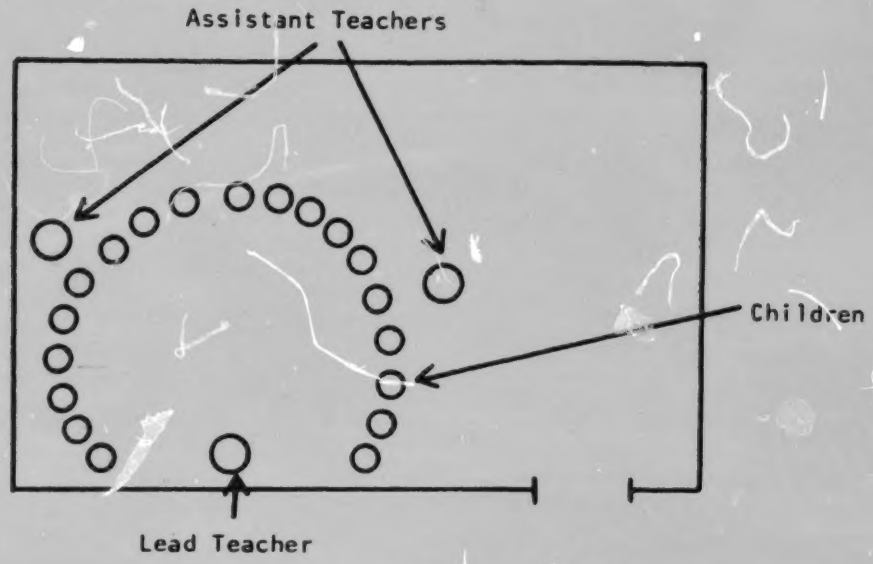
Whereas in Miss Jones' classroom students group themselves according to their interests, and Miss Jones works with the interest groups.



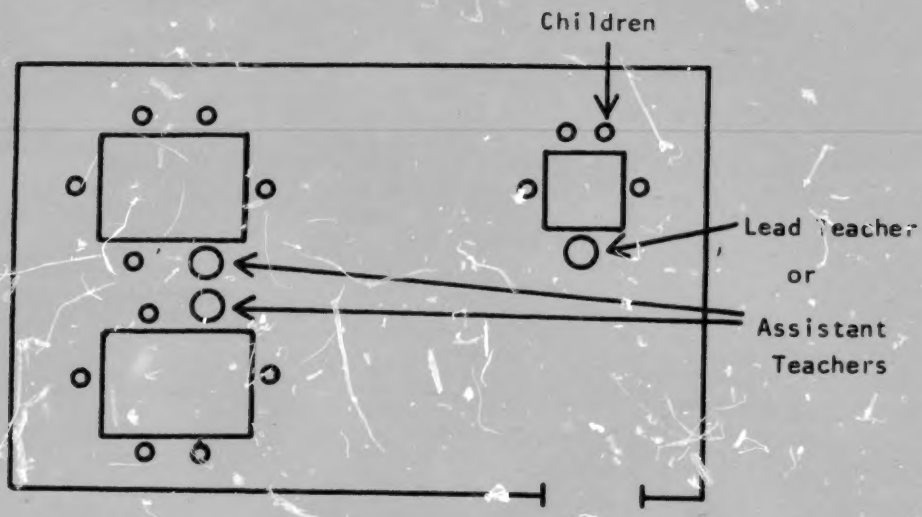
Kinds of Groups in DARCEE Classroom

In the DARCEE classroom children are grouped in different ways at different times of the day.

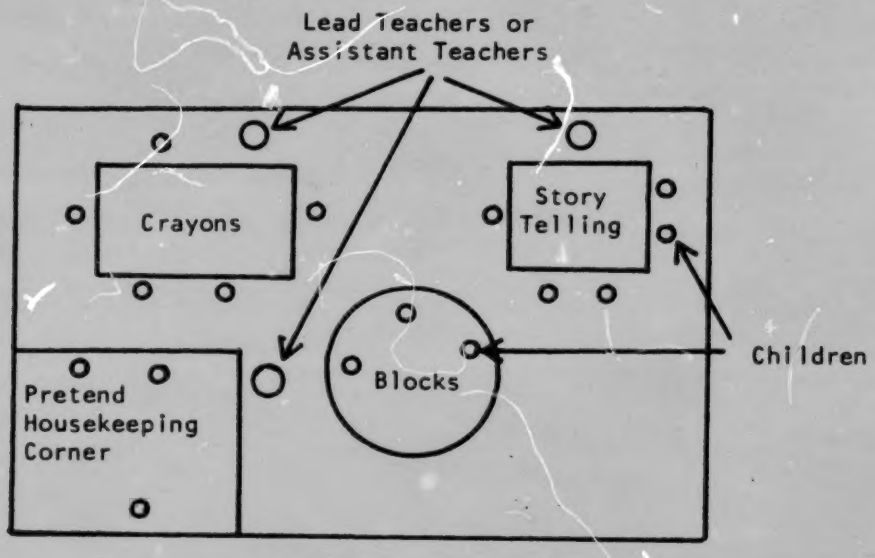
In large groups:



In <u>small groups</u>:



In groups of their own choice during structured free choice time:



Children are grouped in different ways in order to:

1. Get more variety into the day.
2. Accomplish the program's objectives for the children.

The reasons for each kind of grouping and practical suggestions for how to carry out activities in each kind of group are given below.

Small Group

"What does DARCEE mean by 'small groups'?" The total group of children in one classroom is divided into small groups, each of which has its own teacher. The size of these groups will depend on the total pupil-teacher ratio. It usually ranges between seven and ten children per teacher. Small groups meet with their respective teachers for planned activities, meals, and snacks. The children in each small group also sit together during the large group. The lead teacher and assistant teachers are each responsible for a small group.

"Why have small groups?" Small groups are extremely important in the DARCEE classroom.

1. Children probably feel more secure as a member of a small group than they do as a member of a large group.
2. Teachers are better able to diagnose children's needs, skills, and attitudes when dealing with them in small groups. Using such diagnoses they can plan appropriate activities for the children (individualization).
3. Because teachers can listen more closely to individual children in a small group, they can smile or nod to let children know at once if their responses are appropriate and can also readily correct any misconceptions.

For these reasons, we feel that it is in small groups the children will learn the most.

"How do we group children for small groups?" We found it is easiest for the teacher to teach children in their small groups when the children are grouped according to ability. That is, children who can do more challenging tasks and stay with them for longer periods of time are in a different group from children who would be unable to do those tasks. In that way the activity the teacher plans for John, Kevin, and Mary in her group would also be likely to work with Paul and Calvin in her group. There are other factors we use in grouping children beside ability. For example, when two children do not get along well, they are often placed in different groups. Also, a child may be placed in a particular group because he behaves very well and could serve as an example for others to follow. The simple rule is that we try to group together children whose abilities are most like one another and who will be able to work well together.

"How long do children stay in the same small group?" The small groups are flexible. Because children learn at different rates, group compositions change throughout the year. When Johnny finds it difficult to do the tasks his group is doing and Mary does things her group is given much faster than others in the group, they would be changed to other groups. Not only do children change from one group to another, but teachers change groups, too. They do so for their own benefit, as well as for the good of the children. Teachers, as individuals, have specific strengths and weaknesses, have different personalities and teaching styles, and, like the children, need variety. For such reasons we suggest that you consider regrouping your

children and yourselves from time to time during the school year.

"Do teachers have special responsibilities regarding small group?" In the DARCEE program they plan carefully each day's activities for their small groups. These plans are written daily prior to the class session. In addition, teachers keep track of the skill and attitude development for their small group children. Each day, for example, teachers record which children learn which of the skills they were trying to teach.[3]

Large Group

"What is the 'large group'?" Large group consists of all children in the classroom meeting together to receive instruction or to participate in an activity. Usually the lead teacher directs large group activities with the assistant teacher(s) helping by joining in the activity and by letting individual children know they are happy to see them perform well. During large group, children sit beside members of their own small group, and their small group teacher may sit with or behind them.[4]

"Why have large group?" As you know, next year many of your children will go to schools where they will be taught mainly in large groups. Many children find it hard to sit still, to listen to the teacher, to follow directions, and to participate in activities when they are taught in large groups. The DARCEE program tries to help children gain skills for participating in such groups. From an instructional standpoint, the large group is the time the teacher uses to introduce unit concepts, to present new materials, and to

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[3]They keep track of children's progress in the book A Sequenced Guide for Recording Children's Progress (see below, p. 79).

[4]Some teachers toward the end of the school year let children sit where they wish.

provide a sense of continuity to the activities in the classroom (see the discussion of the unit approach on pp. 113-117. The large group at the end of the school day brings the children back together for a time of review to pull the events of the day into a logical end and stopping point.

As the school year progresses, the length of the time alloted to large group increases. This helps the children to gradually atune themselves to attending for longer periods of time and increases their ability to comprehend greater amounts of information from one learning experience.

Structured Free Choice Group

"What kind of groups are these?" These are the easiest groups for you to make up because the children group themselves. At structured free choice time you let the children know what activities they may choose from, and whether there are limitations on the number of children who may participate. Today, let's say the options open to children are easel painting, blocks, housekeeping, and listening to a story. Tomorrow, there would be different alternatives from which to choose. The main point is that the children choose how to group themselves. Of course, there are limits to their free choice. (If there are only two easels, it would not make sense to permit ten children to do easel painting at the same time!) The number of specific activities depends on the number of adults who can reasonably supervise the activities.

"Why do we need to have structured free choice?" Children in the DARCEE program spend much time during large and small group instruction in teacher-directed activities. Since the DARCEE program says enjoyment of school-type activities, persistence, and independence are also important, it

makes sense to give children opportunities each day to choose activities they enjoy most and to let them carry out the activity within a framework stated by the teacher, so long as they do not seriously hinder the work or play of other children.

Conclusions

DARCEE uses a variety of groupings of children. The three main ones are small group, large group, and structured free choice groupings. Of these the small group is the most important. Teachers spend much time considering which small group to place children in, planning activities for small group lessons, teaching small groups, and keeping daily records on the progress of their small group children. It is in the small group that the teacher can most readily individualize instruction.

Yet, the other groupings are also important. In large group, for example, children not only learn concepts and ideas related to units being taught (see Unit Teaching, pp. 113-117, they also learn how to participate in an ordinary classroom-sized group. They learn songs and stories that are taught most effectively to larger groups of children.

In structured free choice, children have the chance to choose for themselves which activity they most want to do, which provides them with the chance to have more fun, as well as to learn how to be more independent.

Having each kind of grouping occur daily in a regular schedule and being under the supervision of the small group teacher, provides children with a predictability of events and human relations that enables them to develop a feeling of trust and security. At the same time, having each kind of grouping daily with events that are well planned makes the program one where variety is ever present.

2. Organization and Use of Time

The organization and planning of the daily activities is very important in the DARCEE classroom. Unless teachers think ahead about the sequence and duration of daily instructional activities, their classes may lapse into educationally unproductive or perhaps harmful routines. For that reason, the DARCEE program considers the "Organization and Use of Time" to be one of its eleven DARCEE Essentials.

The ideas behind the daily schedule in the DARCEE classroom were developed by DARCEE teachers to help the program accomplish its main goals (see pp. 2-3 above). The schedule is organized to help the child develop a feeling of security and also increase his interest in the activities the teacher has planned. It is designed to provide time for the kinds of activities the DARCEE program has decided are useful in accomplishing DARCEE attitude and Skill objectives.

In order to help the child feel secure, you, as a teacher, should provide a routine that is predictable from one day to the next. Within the routine the following kinds of activities should be provided: (a) greeting time, (b) large group instruction time, (c) small group instruction time, (d) structured free choice time, (e) outdoor play time,[5] (f) bathroom times, and (g) meal and/or snack times. The specific sequence of these activities may vary from classroom to classroom. What should not vary is the predictability of the sequence within each classroom.

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[5] Ideally, each DARCEE teacher is prepared for emergencies like rain or sleet so that if outdoor play, or some other activity, cannot be carried out in the usual manner, the teacher has other plans and materials that could be used.

The children's interest can be maintained through scheduling by having different kinds of activities follow each other, i.e., large group followed by small group, active activity followed by quiet activity, teacher directed activity followed by child chosen activity, etc. In addition, in every lesson plan for large and small group activities teachers should plan a "buffer activity" that is distinctly different from the main activity. The buffer activity can be used when student interest in the main activity begins to decline or when children finish the main activity early.[6]

Large Group Activities

Specific times of the day are used for large group activities. Usually, there are two large group sessions. The first large group meets at the beginning of the day. Usually, it includes a period of time to greet the children and capture their interest. This portion of the large group is handled in a variety of ways, such as by song, discussion, fingerplay, etc. The first large group also includes the introduction or continuation of a theme or unit (see Unit Teaching, pp. 113-117 below). An overview of the day is also frequently given at this time. At the end of the day a second large group is held. It is usually shorter than the first. This second large group brings the children back together for a sense of unity and review of the day's events.

At the beginning of the school year the length of time of the large group is relatively short, from approximately 10 minutes the first week to not more than 15 minutes by the end of the first month. This time allotment gradually increases to approximately 20 minutes by the middle of the year to

[6]For example, when Miss Kelly's group began losing interest in a story, she stopped the story and took out clay for the children to use.

35 minutes at the end of the school year (compare the schedules in Chapter 4, pp. 130-132.

Small Group Activities (Including "Selected Free Choice")

Specific times of the day are set aside for small group activities. Two planned, teacher-directed activities for small groups occur early in the day, when the children are most apt to pay close attention. The first small group activity should usually focus on a challenging, quiet activity, whereas second small group may be a less demanding manipulative activity.[7] The kinds of activities used during small group activity periods are discussed below on pp. 67-88. Later in the day, selected free choice activities are included in order to keep the children involved without demanding as much of their attention.

The length of time spent in individual small groups gradually increases during the school year. Whereas at the beginning of the school year, each small group lasts approximately 15 minutes, by mid-year this time allotment increases to approximately 20 minutes, and by the end of the school year it increases to 25 minutes (compare schedules in Chapter 4, pp. 130-132).

Snacks and Outdoor Play

Specific times of the day are allowed for snack(s) and lunch. Each is planned to last for a given amount of time. During these times teachers

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[7]Some DARCEE teachers have subdivided their small groups into two smaller groups. For half of the time in a small group activity period they work closely with one of the smaller groups, while the other smaller group works independently with things like clay, tinker toys, and puzzles, which demand less teacher attention. Then, after half of the small group period has passed, the teacher has the smaller groups switch materials and he works with the other smaller group.

are expected to participate in children's discussions and to make use of foods and utensils to teach toward some of DARCEE's objectives. For example, the teacher could ask children to name the colors of the food or could discuss concepts like "warm" and "cold" as they relate to the food.

A planned period of time for outdoor play or indoor large muscle development should be scheduled to last usually 30 to 45 minutes. This time varies depending on the length of time allotted to other activities in the day. This part of the day is used to give children a chance to get some exercise and to play with their classmates. Except on rainy days when some organized games may be needed, outdoor play time is not usually used for instructional purposes by the teachers.

Sample Schedules

Examples of schedules may be found below on pages 130-132 in the section "Sequencing the DARCEE Curriculum Over a School Year."

3. The Physical Setting

As a DARCEE teacher you can have much to say about how your classroom will be arranged. You will have many decisions to make. For example, where will the areas for large group, small group, and structured free choice activities be located to produce the most effective learning? What kinds of materials will be on display on bulletin boards and shelves? Who will make and post the displays? When will the displays be changed? When and where will tables and chairs be moved?

The DARCEE Essential of Physical Setting can help you answer such questions. This Essential offers guidance in how to arrange your classroom in

ways which will make your job of teaching toward the DARCEE objectives an easier task. Above all, this Essential emphasizes that you are in control of the presentation of materials, displays and arrangement of furniture in your classroom. You use this control in order to get and maintain the attention of the children for whom you are responsible.

As a DARCEE teacher you need three kinds of attention from children in your classroom: (a) attention directed toward you as a teacher, (b) attention directed toward the ideas and skills you are teaching, and (c) attention directed toward tasks individual children are engaging in.

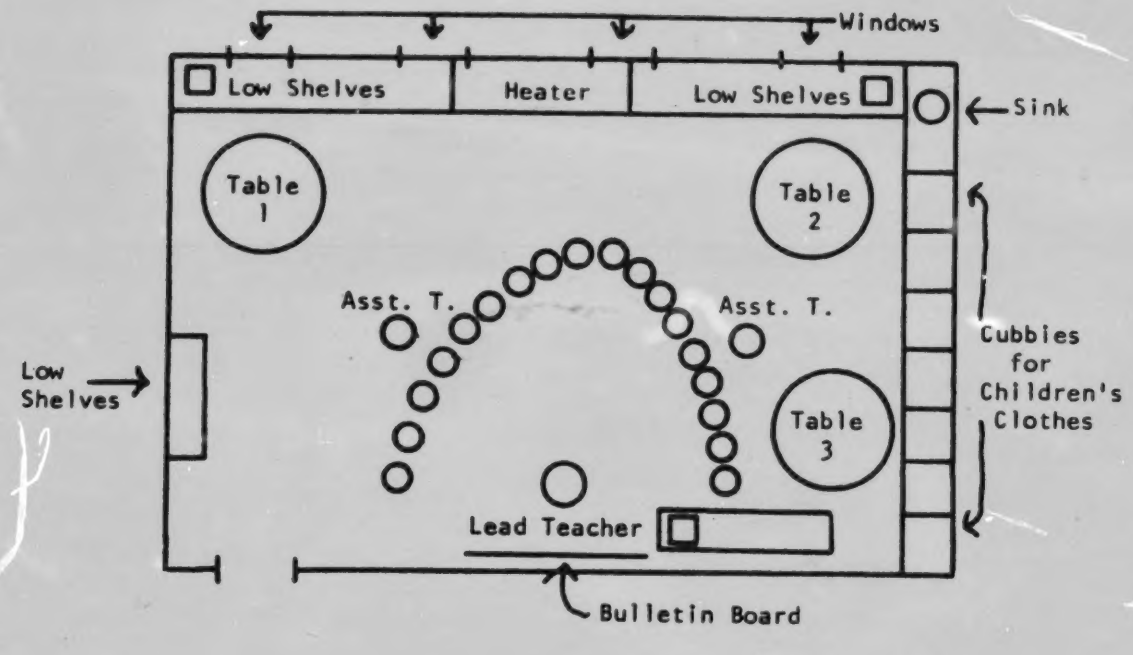
You may be thinking, "that's easy to say, but how can I get those kinds of attention from energetic five-year-olds?" There are definite things you, as a teacher, can do in arranging the physical setting of your room in order to help you get and hold children's attention. First, remove or conceal materials which could be distracting to children. On the first day of school carry this rule to the extreme by clearing all materials from tables, bulletin boards, and other display areas. This is done in order to direct the children's attention toward you as the teacher and adult supervisor in the classroom.

During the year as you present ideas you want children to learn, put on display items that are meaningfully related to those ideas (items developed by the teacher as well as the children). For example, displays of animals would be appropriate if you are teaching a unit on forest animals. Have the children's products displayed at their eye level, and be certain to remove the display items before beginning a different unit. You want to avoid having the forest animal displays compete with the new unit for the children's attention.

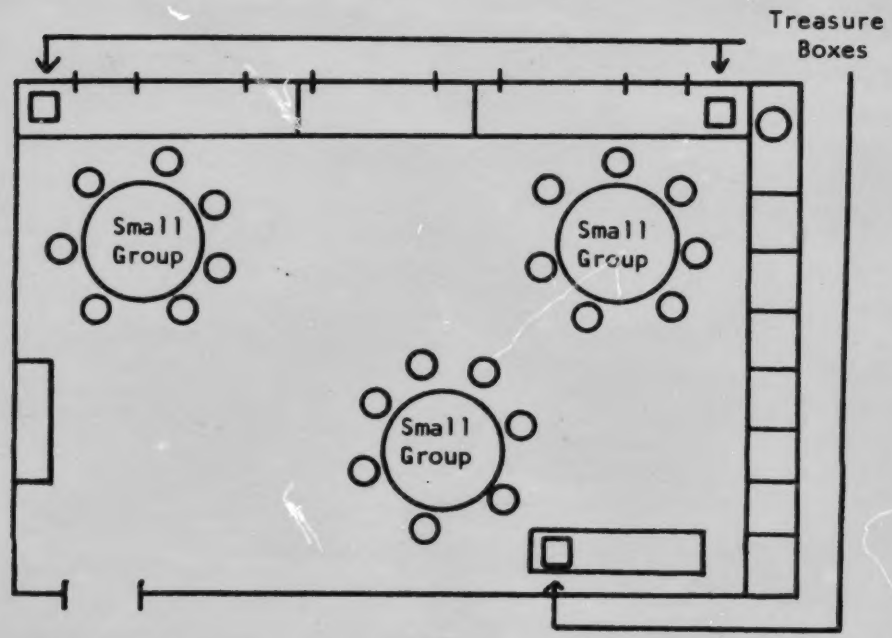
Another way to attract and hold children's attention is to use materials in ways which surprise or build anticipation in them. DARCEE teachers, for example, each have a decorated carton often called the "Treasure Box" that they use to keep hidden the materials they will present during large and small group instruction. Only at the moment materials are needed are they taken out. Thus, during small group activity a teacher would keep the puzzles hidden until she felt the proper time had come. Had she not used the Treasure Box, and had her children seen the puzzles earlier, some of them would have been distracted from the story she was telling, and at least one child might have stood up and walked to the puzzles, began working on them, and asked her for help while she was trying to tell her story. Use of the Treasure Box neatly avoids such situations.

Also important in the arrangement of physical space is to plan floor space and seating space in such a manner that each group can function independently of and undisturbed by other groups. Active and/or loud activities should not conflict with quiet activities going on at the same time. A major factor to consider in room arrangement is provision for thoroughfares to such places as the bathroom, exits, and the kitchen door so that activities can proceed without interruption from other classroom routines. Sample floor plans are shown below:

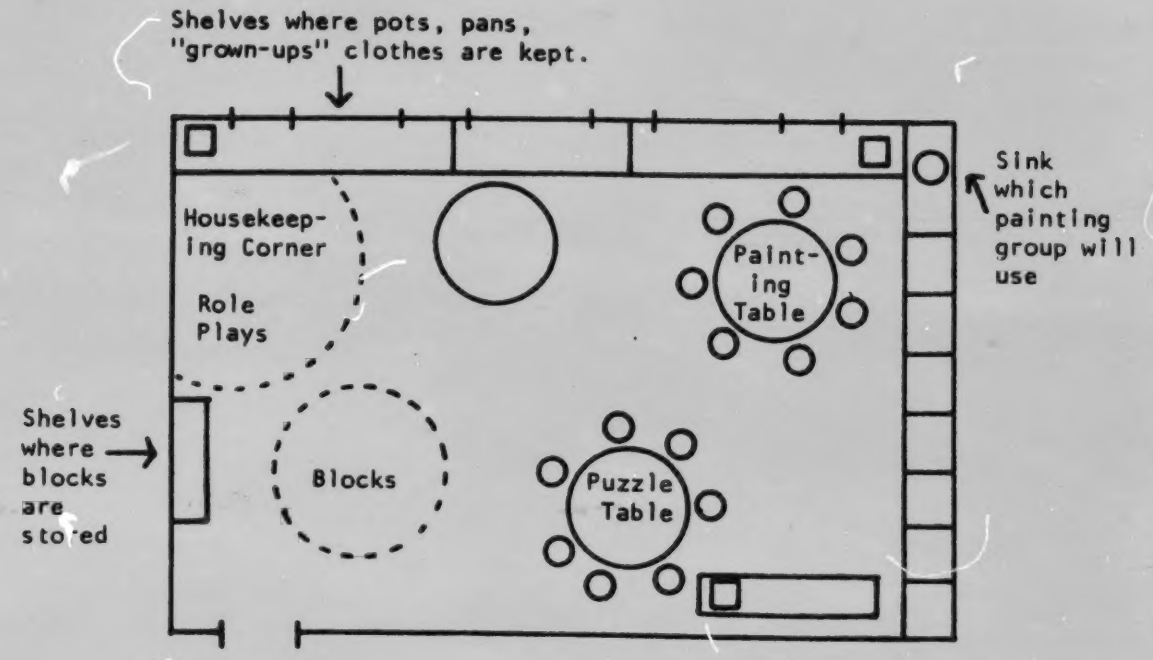
Floor arrangements for large group:



Floor arrangements for the same class during small group activities:



Floor arrangements for the same class during structured free choice activities:



The key ideas to keep in mind about organization of physical space are these:

1. Just as the schedule is to be predictable for children, the floor arrangements should be predictable.
2. Generally, materials should be kept hidden from the children's sight until they will be used. This is most important at the beginning of the year.
3. Display only those items that relate to what you are teaching or that are samples of art work the children have just finished. As much as possible, displays should be at the children's eye level.

4. Don't let any display remain up longer than necessary.
5. Arrange floor space to keep distractions to a minimum and to make possible easy access for all to restrooms, coat hooks, outdoor play area, and so on.

Creative use of the above ideas should help you as you try to help foster the skill and attitude development of your children.

CHECK YOURSELF I

Did the readings on Grouping, Organization and Use of Time, and Physical Setting help you to understand those three Essentials, or did they confuse you? One way for you to check is to try your hand at the "Check Yourself" quiz. You may disagree with the printed answers or feel that you need an additional explanation of the three Essentials. Now is an excellent time for you to ask such questions. Mark each example below with a "D" for (DARCEE) if it is like a DARCEE class or mark an "N" (non-DARCEE) if it is unlike a DARCEE class.

_____ 1. It is two months after school has started and children in Miss B's room are assigned to small groups on a random basis.

_____ 2. For morning snack the children are seated in a circle around the lead teacher.

_____ 3. An important reason for having large group activities is to prepare children for large group instruction in elementary school.

_____ 4. It is the end of the school year and children have been regrouped several times during the year.

_____ 5. Children in Mrs. A's class have had the same structured free choice activities each day for three weeks.

_____ 6. Mrs. K's class has small group activities on alternating days for the sake of variety.

_____ 7. Miss T regularly changes the order of the daily classroom activities in order to maintain students' interest.

_____ 8. Children in Mr. C's class are able to predict the daily routine of activities from one day to the next.

_____ 9. On the first day of school Miss X's room is as bare as "Old Mother Hubbard's cupboard."

_____ 10. Mr. F is teaching a unit about forest animals, but he has a bulletin board display about astronauts in order to keep the children interested in a variety of things.

_____ 11. Mrs. G always removes material from display areas when they are not related to skills being taught or before the children become tired of seeing them.

CHECK YOURSELF I (continued)

_____ 12. Mr. J tries to avoid drawing children's attention toward himself so that the children do not depend upon him for learning.

_____ 13. Children in Miss L's small group generally have similar abilities.

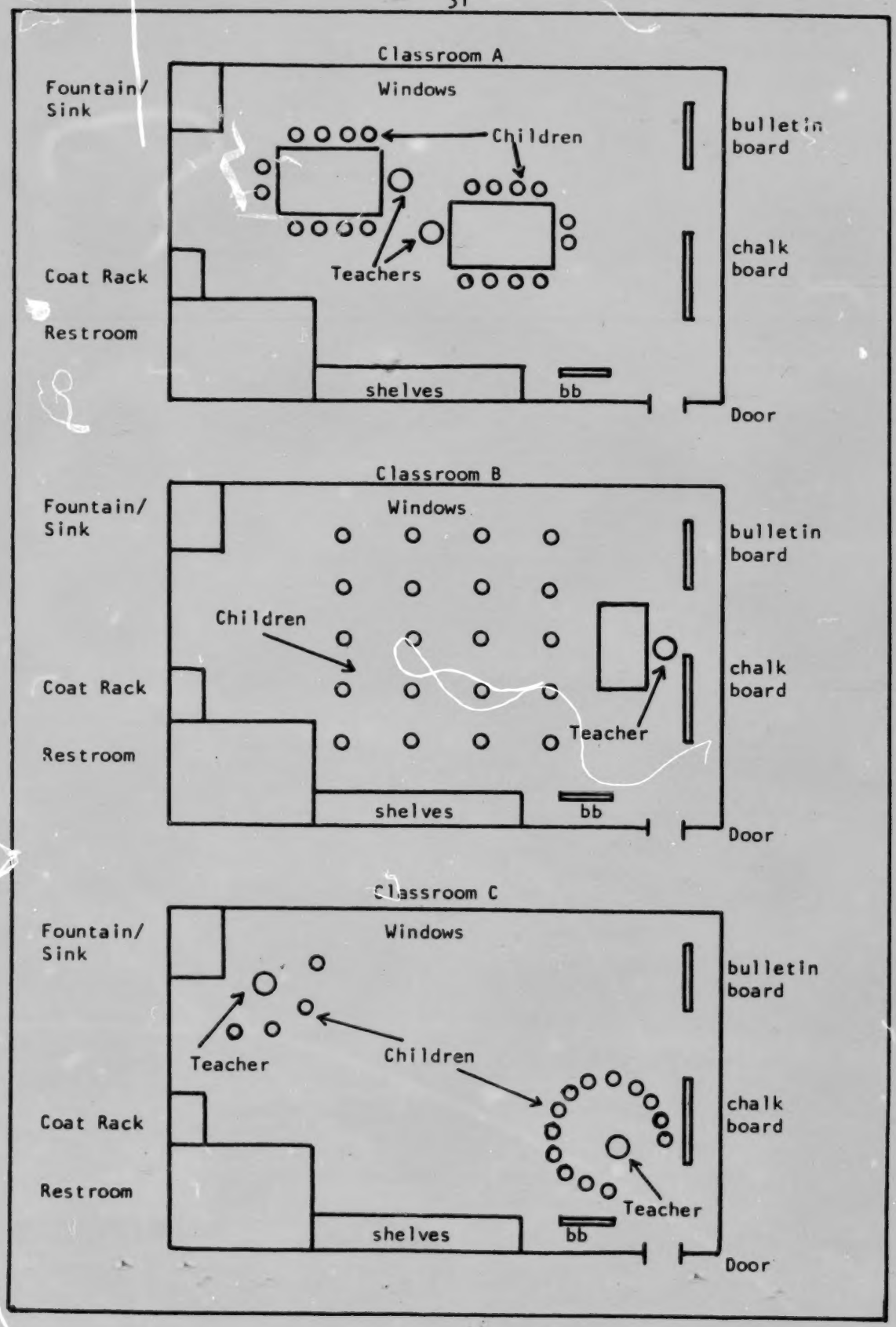
_____ 14. Mrs. S, an assistant teacher, uses large group time for a coffee and smoke break.

_____ 15. Mr. O's daily routine of class activities provides variety in that each activity is different in some respect from the previous one.

(Answers to the CHECK YOURSELF Exercise, Part I, may be found in the appendix on page 155.)

CHECK YOURSELF II

For each classroom arrangement of teachers and pupils that follows, consider specific ways the arrangements deviate from DARCEE principles and practices. Then check your impressions with the comments on the back side of each arrangement.


Classroom A
Fountain/
Sink
Windows
Children
bulletin
board
chalk
board
Coat Rack
Teachers
Restroom
shelves
bb
Door
Classroom B
Fountain/
Sink
Windows
bulletin
board
Children
chalk
board
Coat Rack
Teacher
Restroom
shelves
bb
Door
Classroom C
Fountain/
Sink
Windows
bulletin
board
Teacher
Children
chalk
board
Coat Rack
Restroom
Teacher
shelves
bb
Door

Comments: (Classroom A)

While the division of groups is appropriate here, notice that the groups are seated too close together and the children in the two groups face each other. This will probably lead to distractions.

Comments: (Classroom B)

A DARCEE classroom would have more than one teacher for 20 children and the children are not properly grouped either for small or large group activities.

Comments: (Classroom C)

Seldom, if ever, would DARCEE teachers have groups of such unequal size. Either there would be one "large group" taught by the lead teacher, or there would be "small groups" of almost equal size, each taught by a teacher.

4. The Role of the Teacher

DARCEE teachers perform several important and challenging roles. For example, every adult in the DARCEE classroom is a teacher in that each one plans for teaching, teachers, and evaluates how well the teaching went and how well the children performed. In addition, the lead teacher acts as trainer of assistant teachers and coordinator of all efforts in the classroom. Someone must keep records; someone must greet children; someone must talk with parents and other interested parties; someone must give attention to the physical needs of children (buttoning, lacing, tying shoes, taking off and putting on boots, coats, sweaters, washing hands, bathrooming, and blowing noses when necessary); someone must decide what will happen in a day, when and for how long will each activity last, how much time will be given to lunch, outdoor play, bathroom and handwashing; someone must plan activities, gather materials, teach and evaluate children's progress; and someone must coordinate the efforts of the team in order to insure a smooth and effective classroom.

Keep in mind that:

> A DARCEE teacher is a member of a teaching team . . . and . . . the lead teacher coordinates the efforts of that team.

With this rule firmly in mind, let's divide responsibilities into three categories--those of the lead teacher, those of assistant teachers, and those shared by all teachers.

Individual teams may divide responsibilities differently in order to take advantage of particular strengths of team members. Nevertheless, some general statements can be made about what seems to be a reasonable assignment

of roles in a typical DARCEE classroom:

The Lead Teacher's Responsibilities

In most instances the lead teacher is in charge when the entire group of children do something together. (Outdoor play, going to lunch, large group activities, etc.) She is always assisted by other members of the team.

The lead teacher usually takes responsibility for administrative duties such as special record keeping, ordering supplies, explaining the program to local interested parties, communicating with local administration, etc.

The lead teacher, as team leader, organizes and directs the classroom, develops schedules, decides upon proper sequence and takes primary responsibility for daily planning and evaluation sessions as well as long range planning for the classroom. Naturally, she receives help from the other team members in making these decisions.

The Assistant Teacher's Responsibilities

Usually the assistant teacher is responsible for everything that happens to her small group of children when they are not involved with the entire group of children in the classroom (small group activities, transitions, arrival, dismissal, etc.). The lead teacher is available to give assistance if it becomes absolutely necessary, but remember, she has a small group, too.

The assistant teacher assists the lead teacher in any way she can at times when the lead teacher is working with the group as a whole. She reinforces individual children, using appropriate behavior management techniques, when they exhibit desired behavior.[8]

Responsibilities Shared by All Teachers

Plan in preparation for teaching each day (written plans).
Assign children to small groups.
Teach small groups of children.
Evaluate their teaching.
Keep records of their children's progress.
Assist in arrival, dismissal, snack, and play time.
Participate in daily planning and evaluation sessions.
Inform parents of their children's progress.
Develop and adapt materials for classroom use.
Prepare the room for a new day.
Supervise structured free choice.

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[8] Reinforcement is discussed on pp. 52-62.

How Responsibilities Are Carried Out Each Day

Now let's see how this would work out on a daily basis. If we think of a daily schedule beginning with the arrival of the children and continuing through the day's activities to dismissal and the daily planning and evaluation session, it will help you to know what each teacher does throughout the day.

1. When children arrive at school all teachers greet them and see to it that they know what to do and where to go.
2. When the classroom is involved in a transition from one activity to the next (going to large group or to the bathroom, washing hands, going to lunch, outdoor play, or moving from small group into structured free choice), the lead teacher takes primary responsibility for directing them. Assistant teachers aid her by helping all children to follow standards of behavior[9] set by the lead teacher for the children.
3. During the large group activities which are taught by the lead teacher, assistant teachers help maintain control by reinforcing appropriate responses and behaviors, helping children to respond correctly, and acting as a model or example for the children to follow. All of the teachers are attentive, enthusiastic, and participate readily in all songs, games, and finger plays.
4. During small group activities each teacher teaches her small group, using her own lesson plans. She teaches in a manner consistent with DARCEE principles (these principles are described throughout this manual).

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[9] Standards of behavior are discussed on p. 54.

5. During bathroom breaks, snack, lunch, and outdoor play time, all teachers participate, paying special attention to their own small group of children. Alert teachers use these times to help children learn new things and to encourage teacher-pupil and pupil-pupil interactions. For example, during snack times teachers have compared the colors, tastes, and odors of various foods.
6. During structured free choice, each teacher is responsible for at least one activity. She may encourage children to make choices, to persist, to interact with one another, or to work independently, depending upon the activity and the needs of individual children.
7. When the children are ready to go home, the small group teacher gives the children in her group any work they wish to take home, sees to it that coats and sweaters are remembered, shoes are tied and boots are pulled on. All teachers participate in dismissal by warmly saying good-bye and encouraging the children to come to school the next day.
8. All teachers share the responsibility of cleaning up, replacing materials, and generally getting the room ready for the next day's activities.
9. All teachers participate in planning and evaluation sessions. Although the lead teacher takes primary responsibility for these sessions, their success depends upon the willingness of each member of the team to give and receive help openly.
10. Each teacher is responsible for writing her own lesson plans (one per activity) and evaluating them. She also keeps detailed records

of each child's progress toward the objectives she has covered. In addition, the lead teacher may be required to keep records on attendance, health, and lunch room use.

11. Following the daily planning and evaluation session, each teacher is responsible for collecting or developing materials necessary for the next day's activities and placing them in the Treasure Box or other appropriate places in the classroom for use on the following day.

12. The lead teacher has an additional responsibility to the other members of the team. She is responsible for assisting them in such areas as sequencing activities,[10] balancing a day or a week, using behavior management techniques appropriately, and developing activities to meet the needs of a group or some individuals within the group.

As you can see, most duties and responsibilities are shared among all members of the teaching team. In many instances the role of assistant teacher varies little from that of lead teacher, but remember that the lead teacher goes one step farther: she is responsible for the effective implementation of the program. She must not only be concerned with her small group of children and the effectiveness of her own actions, but somehow must manage to assist in the effectiveness of the other team members as well.

As you can see, the DARCEE teacher is a planner (you will plan how to help your children progress toward the DARCEE skill and attitude objectives),

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[10] Sequencing activities are discussed on pp. 70-78.

a teacher (you will teach the lesson you plan), a decision maker (you will diagnose the progress of individual children toward DARCEE objectives and decide on appropriate strategies to improve that progress), an evaluator (you will judge the effectiveness of your teaching and that of your team members), and a public relations person (you will communicate the DARCEE program and the progress of children to parents). Those are difficult roles to perform. Here are a few hints to help you:

1. Be open to suggestions and criticism from others.
2. Be cooperative and willing to do your share and more if necessary.
3. Be realistic in the expectations of your own efforts. Everyone makes a mistake now and then!
4. Be enthusiastic! Enjoy your children and your job. Relax! Genuine concern for and interaction with children can take you a long way! Remember you are a model for the children.
5. Be understanding. Give children the benefit of a doubt. Their refusal to cooperate may mean they don't like the activity, but it does not necessarily mean that they don't like you.
6. Be flexible. If at first you don't succeed, try another way.

CHECK YOURSELF

At first it is important that you understand exactly how DARCEE teams have divided responsibilities so that you and other members of your team start out with clear notions as to who does what. Later, modifications may be made to assure best use of talents within your team. To check your understanding of how DARCEE has assigned responsibilities, mark the items below as follows:

LT, if the responsibility belongs mainly to the lead teacher.

AT, if the responsibility belongs mainly to the assistant teacher.

S, if the responsibility is shared.

( ) 1. Greet children at the beginning of the day.

( ) 2. Conduct the teaching during large group instruction time.

( ) 3. Assist during large group instruction by sitting behind the children and providing praise, hugs, etc., for children who perform well.

( ) 4. Conduct the teaching during small group instruction time.

( ) 5. Take children to the bathroom.

( ) 6. Take children outside to play.

( ) 7. Make instructional materials.

( ) 8. Be responsible for records for school administrators.

( ) 9. Keep records of children's progress relating to attitude and skill objectives.

( ) 10. Write lesson plans for small group activities.

( ) 11. Write lesson plans for large group activities.

( ) 12. Lead planning and evaluation meetings.

( ) 13. Make suggestions at planning and evaluation meetings.

( ) 14. Put away supplies and clean room.

Answers to "CHECK YOURSELF" quiz are contained in Appendix A on p. 155.

5. Teacher Preparation

DARCEE attempts to build into its program sufficient training to strengthen the effectiveness and purposefulness of DARCEE teachers. DARCEE teachers receive several kinds of training for two reasons. First, DARCEE teachers must know and be able to apply in their classrooms the principles embedded in the DARCEE Essentials. Second, the DARCEE program utilizes team teaching, a teaching arrangement often new and challenging to teachers.

Three Types of DARCEE Training

DARCEE teachers usually receive three types of training: preservice training; inservice training; and daily planning, implementation, and evaluation activities.

Preservice. This initial phase of training is held before the opening of school. Each Essential is covered in depth in one form or another in order to give teachers basic knowledge of the program by the end of the inservice session. The trainer may be a person from DARCEE or a local administrator or coordinator trained to conduct DARCEE training.

Inservice. Inservice sessions when children are not present are usually held at least two times during the year. The topics dealt with are matters considered important by both teachers and trainers. The sessions do not last as many days as the preservice training and are usually conducted by trainers who have received some training at DARCEE.

Whether or not a person serving as a trainer makes periodic on-site visits to a DARCEE classroom to observe the teaching, to discuss what was observed, and to offer suggestions depends on local circumstances. Some

classrooms have periodic visits from DARCEE trainers from Nashville; other classrooms do not, but may have a local person who was trained by DARCEE to provide assistance to the center team when needed.

In the absence of a person to observe and provide feedback, teachers could set up periodic feedback sessions for each other. Arrangements could be made among the teachers so that once a month or every two weeks a teacher would be relieved of her group of children for a time during the day (for example, during the first or second small group time) in order to observe one of her teammate's conducting an activity. She could either set up an independent activity for her group of children, or if there are three teachers in the classroom, the group could be placed with the teacher that is not being observed. The main point is that if teachers on a team want an opportunity to observe each other and offer helpful ideas based on the observation, the team could probably develop ways of doing so.

Planning, Implementation, and Evaluation (P-I-E Cycle). The P-I-E cycle provides day-to-day "on the job" training for DARCEE teachers in which teachers offer suggestions to each other to improve the teaching in their teams. Planning. At the end of each day the lead and assistant teachers review that day's events and activities and plan activities for the next day. During the final phases of the meeting, with objectives and activities in mind for tomorrow's activities, each teacher writes his or her lesson plans. The lead teacher helps the assistant teachers think through their activities and gives help and suggestions where needed. Each teacher gathers the materials she has listed on her lesson plans and places them in her "treasure box" for the next day. Implementation. On the following day each teacher conducts

her activities as planned. Evaluation. Again, after the children have left, the team lead teacher calls the team together, and the team evaluates the day. Each teacher discusses the effectiveness of her activities, as well as the performance of individual children, the efficiency of transitions, meal times, etc. During this time teachers may give suggestions for improving lessons, as well as praise for successful activities and teaching. The teachers write evaluations on the backs of their lesson plans.

The questions dealt with in planning and evaluation meetings typically include the following:

1. Were the objectives met or unmet with individual children?
2. Were the objectives appropriate for the children in the particular group?
3. Was there variety among the activities?
4. Were the materials appropriate to the objectives?
5. Was the activity paced well? That is, was it neither too fast nor too slow?
6. Did the teacher maintain a good control over the materials and events of the activity? In other words, were the materials used as the teacher had intended?
7. Were the standards that were set appropriate?
8. Did the teacher positively reinforce children at the right time?
9. Was a buffer used? If so, under what circumstances?
10. Were children prepared for the close of the activity?
11. How might the activity be changed to improve upon it?
12. What would be a good follow-up activity?

13. How smooth were the transitions from one activity to the next?

14. Were there any special problems that demand the team's attention?

15. Is there a need for new classroom standards?

Once the team has dealt with the above questions, it proceeds to plan for the next day, based on today's evaluation session. So goes the P-I-E cycle.

Hopefully, the product of the three types of training will be a teacher who is willing and able to teach toward the accomplishment of DARCEE attitude and skill objectives. The teaching should be purposeful, should be the product of careful planning, and should result in stimulating and significant learning experiences for children. The section that follows will consider in more detail how DARCEE teachers prepare or plan for teaching. These suggestions are ones any team could implement in a DARCEE classroom.

How Do DARCEE Teachers Plan for Teaching Each Day?

Some teachers go into their classroom almost totally unprepared to teach, having only general ideas about what they will deal with in class on a particular day or week. Other teachers will give considerable forethought to what their goals for teaching will be, what activities and materials they will use with their students to attain these goals, and how they will know when the instruction has been successful. Teachers in the DARCEE program are to be like this second group of teachers.

The over-arching reason for planning is to facilitate the accomplishment of attitude and skill objectives. Those objectives are the standards against which all teaching in the DARCEE classroom must be measured. (For

the skill objectives, see A Sequence Guide for Recording Children's Progress and pp. 67-70 below. For the attitude objectives, see pp. 89-98 below.)

Teachers insure that their unit and daily plans are supportive of DARCEE attitude and skill objectives by making them specific enough to be compared to the overall DARCEE objectives. This critical analysis of plans can occur during the planning and evaluation meetings. If lesson and unit objectives are phrased in a very general way, their attainment by children will be difficult, if not impossible, for you to judge. For that reason, DARCEE teachers write their lesson objectives in behavioral terms, as described below.

Writing behavioral objectives.[11] Consider the following objectives:

A. At the end of this lesson, the children will understand number concepts.

B. At the end of this lesson, the children will be able to identify the number of objects (numbers 1-10) in sets (groups), e.g., "How many marbles are in this circle?" (six).

Obviously, Objective B is different from A. Objective B is a behavioral objective. That is, it specifies behaviors a teacher would be able to observe as evidence that the children have mastered the objective. For example, when the teacher observes that Johnny correctly identifies the number of objects in sets having from one to ten objects, she can be assured Johnny has attained the objective. On the other hand, a teacher using Objective A to

[11] Some DARCEE teachers have found that they could use A Sequenced Guide for Recording Children's Progress as a resource book and time saver to help them find appropriate DARCEE behavioral objectives.

judge her teacher or a child's performance would have difficulty knowing when her children "understand number concepts," since that objective could have many meanings. Do they "understand" number concepts whey they know the meaning of the concepts "more" and "less," or do they "understand" number concepts when they are able to add, subtract, multiply, and divide? Obviously, Objective A lends itself to many interpretations. You may avoid this problem by writing objectives in terms that describe what you want your children to be able to do as a result of your activity.

CHECK YOURSELF

How well are you able to recognize behavioral objectives? Below are five skill objectives. Place a B in front of those objectives which are stated behaviorally, that is, in a manner that shows what children can actually be observed doing.

( ) 1. By the end of small group activity, the children will be able to state in correct order the events of the story, "The Three Pigs."

( ) 2. By the end of small group activity, children will know their colors.

( ) 3. By the end of small group activity, children will be able to show the hour the teacher requests by moving the hands of a model clock to the correct place.

( ) 4. Children will be able to state words that start with the same sounds as words I give them. For example, I will say "ball." They should say words like "bat," "busy," etc. Words I will say will be "bat," "me," "kind," "park," and "sink."

( ) 5. Children will know about rhymes.

Next, you will find five attitude objectives. Some of them are stated behaviorally; some are not. Indicate which ones are behavioral by putting a B in front of them.

( ) 6. Children will enjoy school-like activities.

( ) 7. Mary will persist longer with the puzzles today than she did yesterday. That is, when given a puzzle with ten pieces today, she will finish it.

( ) 8. Children will show their enjoyment of the songs we sing by their full participation and smiles.

( ) 9. Children will demonstrate their independence by clothing themselves today [it is late in the school year] for outdoor play without asking for my help.

( ) 10. The children will delay gratification.

CHECK YOURSELF (continued)

In the spaces below take the non-behavioral objectives and rewrite them so that it would be clear to you, the teacher, whether children have accomplished the objective.

Answers to "CHECK YOURSELF" quiz are contained in Appendix A.

Writing objectives like those above is probably the hardest part of planning. Writing behavioral objectives generally takes longer at the beginning of the year than at any other time. In fact, as the year progresses, you will develop abbreviations--maybe "C" for children, "L.G." for large group--that will simplify this task. You may find shorter ways of stating objectives than in the examples above, and, of course, by looking at and using DARCEE's list of objectives in A Sequenced Guide for Recording Children's Progress, you will save yourself time.

Planning activities to fit your objectives. The next task in developing your lesson plan is to indicate an activity or activities to accomplish your objectives. For this, you will need to select appropriate materials for each activity (see Materials Development and Use Manual and pages 84-88 in this manual). Ways for how to use materials are suggested in those sources, as well as in the section "Tips for Good Teaching," on pages 142-144.

A sample blank lesson plan is provided on the next page. Examples of completed lesson plans are provided on pages 136, 137, and 138 "Sequencing the DARCEE Curriculum Over a Year."

How Do DARCEE Teachers Plan for Teaching for the Coming Week?

Daily lesson planning is a challenging task, but one which DARCEE teachers are usually able to do with skill by the middle of the year. The task is made simpler because each week the teaching team fills out a block plan for the coming week. A blank block plan form may be found on page 50. On pages 133, 134, and 135 filled-in block plans are provided in the section "Sequencing the DARCEE Classroom Over a Year."

DAILY LESSON PLAN

Instructional Theme (Unit) _____

Teacher's Name_____ Group_____

Date_____ Time_____

Objectives: [Behind each cognitive objective indicate appropriate pages from Record-Keeping System]

Strategies:

Materials:

Skill and Attitude Development for Specific Children:

Buffer:

DARCEE CENTER_____

Block Plan for Week of _____ Unit_____

	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group Activities					
Small Group Activities					
Structured Free Choice Second Large Group					

Procedures for filling in block plans are simple. Every Thursday or Friday the lead teacher calls the team together to discuss what to do next week. Prior to the meeting, each teacher has in mind what she will do each day for the next week. For example, the lead teacher has her plans for large group sketched out, as are her plans for her small groups. Similarly, the assistant teachers have their plans for their small groups. They fill in statements on the block plan indicating that on Monday in large group, the children will sing "Mr. Yellow Bird" and the "Itsy Bitsy Spider" and will discuss parts of the body using the flannel board, or in second small group on Thursday, the group will use pegboards. As each teacher says what she plans to do, other teachers will offer suggestions to increase variety in the objectives and materials to be used to avoid two groups using one scarce resource (the pegboards or parquetry blocks) at the same time. It is usually wise for assistant teachers to leave one of their small groups unplanned until the meeting so that they can choose an activity that will relate to the unit being taught in large group. The lead teacher sometimes may come to the meeting with suggestions for small group activities, and all teachers can consult the DARCEE resource unit guides for other suggestions.

If block plans are developed in the manner suggested above, they should provide a framework from which teachers will later construct their daily lesson plans. The block plans are like the sketches an artist draws from which he will later make his painting. They map out what is to occur, when. It is later, when lesson plans are written, that the teacher may decide upon her specific objectives and her strategies to accomplish them.

A Final Word on Teacher Preparation

The Essential of teacher preparation is one of the most challenging for the DARCEE teacher. For one thing, the skills involved in block planning and daily lesson planning are not simple and the Essential takes time before and after class. As the year proceeds, however, most DARCEE teachers have become more skillful in preparing lessons efficiently and are better able to take advantage of nap time, or outdoor play time to use it for planning purposes. Then, of course, in the following year preparation should be considerably more easy. At that time your team will probably be able to spend less planning and evaluation meeting time dealing with lesson plans and more time discussing how individual children are doing, how they might be helped, and how children's parents may be involved.

6. Positive Reinforcement and Behavior Management

By this time, you may have some questions about how you would actually teach the children. How, for example, would you get active young children to cooperate and attend to an activity you have planned that may last 20 minutes or even longer? How would you handle behavior problems without becoming a tyrant? How would you increase persistence, delay of gratification, and self-esteem in such young and active children? These are all, of course, legitimate questions and concerns. In the DARCEE program their answers lie in understanding and making appropriate use of behavior management principles that emphasize positive reinforcement.

What is Positive Reinforcement and Its Place in the DARCEE Classroom?

The use of positive reinforcement, sometimes called positive reward,

is basic to DARCEE teaching. First of all, let's take a look at the principles underlying this approach.

Almost everything adults and children do is learned. This learning is a continuous process. How do children learn throughout life? Among other things children learn by being rewarded (reinforced) for doing something, and behavior that is reinforced (rewarded) will probably be repeated in similar situations in the future.

Think about how many parents reinforce their children when their children say "mama" and "daddy" by showing delight or paying closer attention to their children. If parents would not react in such ways, it is unlikely children would repeat such words and learn to talk. Similarly, baseball players use the kinds of swings that result in hits. In that case, the hit could be considered the reinforcer. There are two types of reinforcers you as a teacher may consider using:

1. Material reinforcers you can touch, feel, or hold in your hand. For example, money, candy, food, and toys can all be material reinforcers.

2. Nonmaterial reinforcers you cannot touch, feel, or hold in your hand. This kind of reinforcer involves the behaviors of people, such as praising, kissing, hugging, or telling children you are proud of them.

Since there are two types of reinforcers, which is the best type to use? Both types work well depending on the individual child and the situation; however, nonmaterial reinforcement is especially practical for at least two reasons:

1. You can always tell a child you're proud of him or smile at him. This type of reinforcer is always with you since it involves something you do.

2. We don't want children to get in the habit of always expecting candy or money for things that they do.

There are three main areas where we can use this positive approach with children:

1. Getting children to do things they have never done, such as correctly identifying a color or a picture.

2. Getting children to continue doing something they already do but don't do very often, such as putting toys away or sharing with other children.

3. Getting children to stop doing something which is troublesome, such as throwing food on the floor while they are eating.

How Do We Get Children To Do Things They Have Never Done?

1. Get children to do something the first time by

   a. telling them what you expect them to do (setting standards)
   b. showing them (modeling the behavior)
   c. just waiting until they do it on their own

2. Reinforce or praise them as soon as they do it and tell them why you are reinforcing them. For example, "Johnny, you stacked those blocks very well."

3. Continue to reinforce them every time they do it, at least at first, until they have learned to do it every time on their own.

"That may be all very well and good," you may wonder, "but how do these ideas work in the classroom?" Let's look in on a DARCEE teacher in her classroom on the first day of school.

Mrs. Bolivar is the lead teacher. There are 21 children and 3 adults, Mrs. Bolivar and 2 assistant teachers, in her classroom. Mrs. Bolivar wants the children to learn specific behaviors for how to act in school. She knows that learning these behaviors will take time and that she and the other teachers will need to tell the children what they expect (setting standards),

show the children what they expect (modeling behavior), and reinforce reasonable approximations of the desired behaviors with praise, pats, hugs, and handshakes constantly for several days.

When the children arrived at the school, they were seated in their chairs, which were arranged in a semi-circle in the large group area. When Mrs. Bolivar finished a short large group activity, she wanted the children to carry their chairs to the small group tables in preparation for the small group activities. This presented Mrs. Bolivar with an opportunity to begin teaching one of the classroom behaviors that she wanted the children to learn (how to carry the small chairs safely and efficiently from one part of the classroom to another).

This is a behavior the children have never done before. Therefore, Mrs. Bolivar could:

a. tell them what she expects

b. demonstrate to them what she expects

c. wait until they do it on their own. (It is unlikely that this behavior will occur immediately, and Mrs. Bolivar does not feel in this case that she can wait since it involves the safety of the children.)

Let's see what she did.

From past experience Mrs. Bolivar knew that she must show and tell the children how to carry the chairs in order to minimize confusion and accidents. At the conclusion of large group she picked up her chair, saying to the children as she did so, "Boys and girls, at school we have a very special way to carry our chairs. We pick up the chair like this, with the legs pointing down toward the floor. This is a very easy way to carry our chairs safely from one place to another." She then asked one child to see if he could

pick up his chair exactly as she picked up hers. When the child did so, she reinforced him enthusiastically by saying, "Oh, look, Dion, can hold his chair just like I am holding mine! Dion, you did that very well!" She then asked Dion to carry his chair carefully back to Mrs. Thompson's table saying that Mrs. Thompson will show him where to put it. Mrs. Thompson came to Dion immediately, helped him take the chair to the proper place, and reinforced him with a pat on the back immediately after he correctly accomplished the task. Mrs. Bolivar and the other assistant teachers praised him also.

This routine was followed for every child on the first day. On the second day, children were asked to take their chairs back to the appropriate tables in groups. Again, the children were told, shown, and reinforced for doing the task correctly. The reinforcement was addressed to individuals; it maintained specific, appropriate behaviors; and it continued for several days every time the children carried their chairs correctly. When it seems that most children have learned this behavior, they are reinforced less often but are at times given praise for carrying chairs correctly throughout the year.

How Do We Get Children to Continue To Do Something They Do Less Often Than They Should?

1. Decide upon something the child does infrequently that you would like him to do more often. Define the behavior specifically as a behavioral objective. (For example, "I want Billy to button his own coat each day.)

2. Praise (reinforce) the child as soon as he has done the thing you want him to do. Remember to be specific. Tell him exactly what you are reinforcing him for.

3. Reinforce him every time he does it.

4. Continue to reinforce until he has learned to do the task every time on his own. Gradually reduce the amount of reinforcement given until he can do it with only occasional reinforcement.

Now, let's see how this would work in a classroom situation. Back to Mrs. Bolivar. Mrs. Bolivar has seven children in her small group. Six of the children are pleasant, cooperative, and seem to be progressing both in skill and attitude development at a satisfactory rate. Melissa, however, presents a problem. She frequently does not follow standards, and, as a result, creates disruptions and often distracts the other children in the group. Mrs. Bolivar decided to focus, as a starting point, on one thing that Melissa occasionally does remember to do. Melissa occasionally remembers to remove the puzzle pieces one at a time, although more often she turns the puzzle upside down and dumps out all of the pieces with a loud clatter, scattering them across the table and onto the floor.[12]

The next time puzzles were introduced, Mrs. Bolivar was very careful to get Melissa's attention before she set standards for using puzzles. She withheld the puzzles until after she had set standards to be sure that Melissa had heard what was expected of her. As she gave Melissa her puzzle, she once again reminded her to remove the pieces one at a time. Mrs. Bolivar made sure that she was near Melissa so that she could reinforce her immediately with praise and a pat on the back if she followed standards or redirect her if she did not.

Melissa removed the puzzle pieces one at a time. Mrs. Bolivar

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[12]Earlier in the school year Mrs. Bolivar taught children how she wanted them to deal with puzzles using the principles on page 54. In all cases but that of Melissa, she succeeded in teaching the children to behave appropriately when dealing with puzzles.

responded with a hug for Melissa and enthusiastically said, "Oh, Melissa, I'm so glad you remembered to take the puzzle pieces out one at a time. You certainly are doing a good job on the puzzles today!"

Mrs. Bolivar continued to reinforce Melissa every time she removed the puzzle pieces correctly throughout the entire activity, and she repeated the entire sequence each time Melissa worked puzzles for several times thereafter. Eventually, Mrs. Bolivar felt she was succeeding when Melissa was able to remember with only occasional reminders and less frequent reinforcement.

How Do You Get Children to Stop Doing Things They Should Not Do?

This can be done in many ways:

1. Ignore the behavior to be stopped and reward something else appropriate the child or another member of the group is doing. (Often when the child finds his inappropriate behavior does not result in special attention, he ceases the behavior. As soon as he behaves appropriately, however, he should be reinforced at once.)

2. Redirect his behavior by giving him something else to do that will distract him from continuing to do something troublesome.

3. Think ahead of possible problems to prevent their occurrence. (For example, you may remove distracting objects, you may have seats arranged to separate children who do not get along well, or you may keep materials you will use hidden so that children will be more likely to be surprised and attentive.)

4. If the behavior cannot be ignored--maybe Billy is painting on a table, or Johnny is about to drop a brick on Willie's head--the materials may have to be removed.

5. If even more severe measures are required, the child may need to be removed from the table, from the room, or to an isolated area of the room.

This section is probably of great concern to most of us. It seems natural to focus on controlling undesirable behavior, rather than upon

encouraging appropriate behavior. Perhaps this tendency stems from our own childhoods and the behavior management techniques used with us. Most of us were ignored when our behavior was appropriate but received immediate and impressive attention when the behavior seemed inappropriate to the adults around us. For this reason, the positive approach suggested here may seem different, awkward, and unnatural, especially in the beginning. As you move through the school year, however, making every effort to praise the behavior you want to see and to ignore the behavior you wish to stop, you will probably find that the approach gets easier and feels more natural. Best of all, given time, it works!

But back to our original question of how we get children to stop doing something they should not do. Again, let us see what Mrs. Bolivar did in such a situation. As it happens, Mrs. Bolivar and the assistant teachers are having their daily planning and evaluation session. Let's listen in.

Mrs. Bolivar: Mrs. Thompson, I noticed you were having trouble with Jody again. What seems to be the problem?

Mrs. Thompson: Oh, I really don't know what to do for Jody. He is such a problem! He constantly picks on the other children, hitting, kicking, taking toys away from them. He is really messing up my whole group.

Mrs. Bolivar: Well, what have you tried?

Mrs. Thompson: At first I thought it was just that he didn't like Bobby; so I moved Bobby, put Richard next to Jody, and I'm on the other side of Jody. These moves haven't helped much.

Mrs. Bolivar: Have you made sure that he can do the things you ask him to do? Maybe he hits when he gets frustrated by an activity.

Mrs. Thompson: As a matter of fact, I've even started giving him the harder things to do. He is so bright and so quick that he always finishes first when he wants to.

Mrs. Bolivar: Well, remember, ignore the behavior you don't want to see, and praise the behaviors you do want to see.

Mrs. Thompson: I've done that, too, but I can't let him hurt the other children, and he seems to know that's a sure way to get my attention.

Mrs. Bolivar: Okay, then, try this. First, set your standards very positively and clearly. Be sure he understands them.

Then, if he causes a disturbance, ignore it if you can. If you can't, remind him of the standards. Say, "Jody, remember, we keep our hands and feet to ourselves and play with our own toys . . ."

Be sure to praise him when he isn't bothering other people . . .

If he continues to disrupt the group, move his chair away from the table and put his materials aside. Explain in a gentle but firm manner that he may come back to the table and play with the toys when he is ready to leave others alone and play correctly with the toys . . .

When he has sat quietly alone for a short time, ask him if he is ready to rejoin the group. If he says he is, praise him for sitting quietly and for deciding to come back to the table. Explain that you know he can remember to keep his hands and feet to himself and play with his own toys . . .

Give back his materials and reinforce him when he is being cooperative and non-disruptive . . .

Remember that you must be consistent with this routine and give it time to work . . .

Mrs. Thompson: Well, I hope it works! Something had better work before he wrecks my whole group!

Mrs. Thompson did try Mrs. Bolivar's suggestions. Slowly, she began to see a change in Jody, but as she later remarked to Mrs. Bolivar, "it certainly takes patience and consistency!" Mrs. Bolivar then reminded Mrs. Thompson and the other teachers of some rules to keep in mind when using the positive approach:

You should be sincere when you reward. Children easily detect "phonies."

In the early stages of learning a behavior, you should reinforce children every time they behave in the way you want. Perhaps at first they will "come close" but not quite succeed. They should be reinforced for these early "near misses" or approximations. After a behavior is learned well, reinforcement every time should be discontinued.

You should tell children why you are reinforcing them, so they will know what you have in mind. This reinforcement should be specific rather than general. For example, "I'm proud of you for answering so that we could all hear what you said," rather than, "You're a good boy."

A Few Extra Tips on Using Positive Reinforcement

Here are a few things to remember in using the positive approach in the DARCEE classroom.

The use of positive reinforcement, like everything else in the program is carefully sequenced. At the beginning of the year much time is spent setting standards and reinforcing children for following procedures you wish to have them follow for the rest of the year. For example, you will teach them how to sit quietly at the table to await a snack or the beginning of an activity, how to walk down the hall, how to clean up following activities, how to proceed from one activity to another, how to behave in the rest room, and how to raise hands to be recognized and called upon during large group. Your objective will be to help the children internalize the behaviors you expect of them, to move from a situation in which you control their behavior to one in which they are able to control their own behavior.

As the school year progresses, you should not need to concentrate on setting standards and reinforcing children for behavior they have already learned. Instead, you will focus more on setting standards for more complex

learning tasks, and you would reinforce them for their making hard efforts and good responses. You will also reinforce them for their attitude toward tasks. For example, you would reinforce the children for attitude-related behaviors such as delay of gratification, persistence, cooperativeness, and independence (see 89-98 below).

The teacher uses positive statements. If there is anything that looks different about properly functioning DARCEE classrooms and many primary school classrooms, it is the lesser amount of negative comments made by teachers toward children in DARCEE classrooms. Of course, there are moments when any teacher may get angry and may say things like, "Stop that, Billy!" or "If you do that one more time, you will be punished!" or "Why do you always have to do such dumb things!" In the DARCEE classrooms we have observed, however, we have found such statements rarely occur. We also found that those teachers who specify clear standards to the children and who reinforce children for using the desired behavior are usually ones whose children are well behaved by the teacher's standards. Such classrooms are also warm, pleasant places in which to be.

CHECK YOURSELF

Based on the information provided for each situation below, fill in the appropriate statements.

SITUATION 1

1. Time of year: The first week of school.

2. Activity: The small group will use crayons and paper for the first time.

3. What standards will you set?

_____

_____

_____

_____

4. What behaviors will you reinforce?

_____

_____

_____

_____

SITUATION 2

1. Time of year: The first day of school.

2. Activity: The children will go down the school corridor to play outside for the first time. They will walk by a number of classrooms on the way.

3. What standards will you set?

_____

_____

_____

SITUATION 2 (Continued)

4. What behaviors will you reinforce?

SITUATION 3

1. Time of the year: The second week of school.
2. Activity: In small group children will use clay for the first time.
3. What standards will you set?

4. What behaviors will you reinforce?

SITUATION 4

1. Time of year: The third week of school.
2. Activity: In small group children will use paste for the first time. You want them to paste a circle and square on construction paper to make a tree.

SITUATION 4 (continued)

3. What standards do you set?

_____

_____

_____

_____

4. What behavior will you reinforce?

_____

_____

_____

_____

SITUATION 5

1. Time of year: The sixth month of school.

2. Activity: Children will work with crayons during structured free choice.

3. What standards, if any, will you set?

_____

_____

_____

_____

4. What behaviors will you reinforce?

_____

_____

_____

_____

SITUATION 6

1. Time of year: Last month of school.

2. Activity: You will read a new story to the children during large group. After you finish reading it, you will ask students to recall the events of the story in sequence.

3. What standards, if any, will you set?

_____

_____

_____

_____

4. What behavior will you reinforce?

_____

_____

_____

_____

7. Skill Development

The Essential of skill development, which pertains to the teaching strategies used to help children master DARCEE's cognitive objectives, ranks among the most important of the DARCEE Essentials.

The Three Main Skills You Will Teach

The skills you will try to develop in your DARCEE classroom are of three kinds: sensory, abstracting, and response.

When you teach sensory skills, you are helping children perceive information more effectively from their environment through the senses of seeing, hearing, tasting, smelling, feeling, and touching. For example, you may ask your small group to look at different pieces of colored paper and sort them in piles according to which ones look alike. You may give children "sound-alike" jars, which are covered with contact paper, and ask them to shake the jars and place side-by-side those jars that sound alike. You may blindfold the children and have them match similar tasting foods, similar smelling substances, and objects of a variety of textures. If your activity focuses mainly on sensory skills, you would not expect children to make complex spoken responses; rather, as in the examples above, you would ask them to match things that are alike and indicate which things are different by placing those that are alike together, or you may ask them to give some gesture, like a raised hand, to indicate which sets of things are alike or different.

Abstracting skills are the second set of skills you will try to teach. These skills are important, for they guide us in the use of our senses

and help us respond more effectively. What do we mean by "abstracting skills?" Essentially, what we are referring to are the concepts a child has (the categories which help him sort out his experiences). We are also referring to how he relates those concepts to one another. In the DARCEE program many concepts are taught, such as "red," "blue," "circle," "triangle," "long," "short," "more," "less," "one," "two," "rough," "smooth," "heavy," "light," "how," "minute," "fast," "slow," "wiggle," "walk," "autumn," "head," "mouth," etc. Each of those concepts is a category that is based on sensory experiences. For example, the concept or category of red could not be developed very far if the child did not have the experience of seeing objects of various colors. Once the child has formed the concept of red, a concept he has abstracted from his earlier experiences, he is in a better position to use his senses to find instances of red and non-red. In a sense, you could imagine the child has a mental "pidgeon hole" to sort things by the attribute of "redness" versus "non-redness."

In the DARCEE classroom you will not simply be helping children develop and clarify their concepts as you deal with abstracting skills. You will also help them relate concepts they have to one another. They will learn, for example, how the eyes, ears, nose, and moth are related to the face. As they deal with those relationships, they will also use position concepts of "above," "in the middle," "below," as well as number concepts of "one" and "two." Even understanding a holiday like Halloween is dependent on children having a number of concepts and relating them together. The concepts would include "black cat," "witch," "moon," "jack-o-lantern," "pumpkin," "ghost," "falling leaves," and so on. Moreover, those concepts would have a

variety of relationships with each other. For example, children would associate black cats with witches as they would see the two together in many pictures. They would also understand that jack-o-lantern is related to the pumpkin in the sequential sense of first you have a pumpkin, then you cut it open and clean it out, then you cut eyes, nose, mouth, then you place a candle in it, and finally, you light the candle.

When teaching toward abstracting skills in your DARCEE classroom, you will not need to have your children make complex, verbal (spoken) responses. They could show by picking up things and sorting things whether they have the concepts you are trying to teach. For example, you could give children a mixed-up pile of pictures of pumpkins, witches, black cats, eerie, moonlit nights, Santa Claus, Christmas trees, snowy, rural scenes, and children singing carols. You could then ask the children to sort the pictures into piles to see if they are able to distinguish or separate those things that are associated with Halloween from those associated with Christmas. In another instance, you could see if your children have a conception of what red signal lights mean by having them walk around the room and see if they will stop when you place a red stop light before them. Finally, you could see if they have a concept of "dog" by having them point to all the pictures of dogs posted in your room. In all three of the examples presented, children's abstracting skills were assessed without asking children to give a verbal (spoken) response.

The process of forming concepts began before your children entered your room--they had concepts of mother, home, etc. They will form new concepts and modify old ones after they leave your room--they will learn concepts

such as city, state, nation, politician, multiplication, gravity, poem, and encyclopedia. They will also learn many complex relationships among concepts as they get older, just as we do. (In fact, you may be learning new concepts and relationships among concepts as you read this teacher's guide.)

The third set of skills, response skills, differs from the set of skills just described in that these skills relate to children's ability to express themselves more effectively using a variety of ways. Some ways of responding will be verbal (you will want to hear Mary respond to questions with one-word responses at the beginning of the year; at the end of the year you will want to hear her respond in full sentences). Other response skills will be nonverbal and physical, such as cutting paper on a line, pasting items as directed, painting pictures, and printing letters. Your children's responses will depend in part on their sensory skills, their hearing and seeing what you have to say and show, and in part on their abstracting skills, upon their being able to comprehend what you say. But your main focus, as you try to teach response skills, will be to improve their ability to express themselves using words, gestures, expressions, and small-muscle coordination.

Sequencing Activities

Using the sequence of match, recognize, identify.[13] Throughout the DARCEE curriculum skills are to be developed according to a sequence closely related to the notions of sensory, abstracting, and response skills. DARCEE assumes the child is able to MATCH objects (a sensory skill) before he is able

[13] In some cases there is a fourth step to the sequence, namely producing. After children can match, recognize, and identify a square, it might be appropriate to help them develop the skill of producing (drawing) a square.

to RECOGNIZE them (an abstracting skill), and that he is able to recognize objects before he is able to IDENTIFY them (a response skill). Match--recognize--identify are three major steps in developing cognitive skills.

Match. This is the finding of likeness and difference among things. The child may point to one thing that is like another, pick it up, turn his head in its direction, and so on, to show that he is aware of the likeness. Matching, being a sensory skill, does not require a verbal response from the child.[14] A teacher may hold up a light bulb and ask a child, "Find something else in the room that looks like this." When the child points to another light bulb in the room, he has matched the light bulb.

Recognize. The child indicates by a physical action that he can pick out an object which is an instance of the concept the teacher names. Recognition does not require a verbal response from the child. The teacher, in these cases, supplies the label. For example, red, yellow, and blue cubes are placed before the child. The teacher says, "Show me a yellow cube." If the child recognizes the instance of the concept of yellow, he points to or picks up a yellow cube.

Identify. In this case the child is expected to give a verbal response, as he supplies the label for a given object. For example, the teacher holds up a yellow cube, and asks, "What color is this?" The child identifies when he responds with the word "yellow."

It is important that you, the teacher, follow this sequence in

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[14]Closely related to "matching," indicating which things are alike, is "discriminating," indicating which things are different. Discrimination also includes being able to point out how things differ.

teaching concepts. Not all children will be matching color, shape, size, etc., at the same time. While most of the children in your group may be identifying colors, you may still have a couple of children who can only match or recognize. It is important that you take into account the level at which individual children can function and teach accordingly.

CHECK YOURSELF

I

Read the statements below made by DARCEE teachers and indicate whether they are examples of matching activities, recognition activities, identification activities, or production activities.

a. Match b. Recognize c. Identify d. Produce

( ) 1. "Hold up a shape that looks like this one I am holding up."

( ) 2. "Look at this picture. What do we call the animal shown in it?"

( ) 3. "Do you see any rectangles on that wall? Show me."

( ) 4. "What do we call this color?"

( ) 5. "Draw me a straight line."

( ) 6. "Find a rod the same length as this one."

( ) 7. "Reach in that dark covered box and find something that feels like this."

( ) 8. "What do we call this letter?"

( ) 9. "Let's all sing 'Row, Row, Row Your Boat.'"

( ) 10. "Listen to this record and see if you can tell me what instrument you hear being played." (It was a piano.)

II

Suppose you are teaching children about emotions--happiness, excitement, sadness, angriness, pride, etc. List a matching activity, a recognition activity, an identification activity, and a production activity that pertains to any or all of those emotions.

1. Matching activity

II (Continued)

2. Recognition activity

3. Identification activity

4. Production activity

Other DARCEE sequencing principles. The principles of sequencing make it possible to start at the child's immediate level of development and, by reviewing and extending previously learned concepts and skills, to introduce the child to higher levels of skill development appropriate to him.

The following list and examples suggest how you would change the kinds of activities and your handling of activities over the course of the year to facilitate skill development (and to some extent attitude development). The column on the left indicates materials, tasks, and procedures

you will use at the beginning of the year. The column on the right indicates what you will be working toward during the year.

START	END
1. Concrete things (Use real things or materials which the children can handle.)	Abstract things (Use symbols or signs of things.)
Example: The child works with colored pegs and pegboards in order to match, recognize, and identify colors.	Example: The child can read the color words written on the chalkboard.
Familiar materials (Use things which are relevant or meaningful for the children.)	Less familiar materials (Use things which are less familiar, or are further removed from the children.)
Example: (a) the adult reads stories to children which they have heard at home. (b) When introducing the initial consonant sounds, the adult uses words which the children often use. For instance, the "d" sound could be introduced with dance or drum or doughnut.	Example: (a) The children read stories about something that happened in a community very different from their own. (b) The "d" sound is pointed out in the word "Dakota" for boys and girls living in New York City.
2. Gross discrimination (Use things that are very, very different from each other.)	Fine discrimination (Use things that are more alike.)
Example: (a) See differences among primary colors such as red, yellow, and blue. (b) See differences between a circle and a rectangle.	Example: (a) See differences between blue and purple. (b) See differences between the letters "b" and "d."
3. Simple task (Use something that has just one goal--a goal that you are very sure the child can reach very soon.)	Complex task (Use something that has many goals--one of these goals should help the child stretch a little until he reaches it.)
Example: The task is to see the difference between blue and red in a matching game.	Example: The task is to complete a complex pattern with beads using a picture of the pattern.

4. Active experiences (The children are encouraged to move a lot and use their whole bodies in order to learn.)	Quiet, passive experiences (The children can learn mostly by using their eyes and hands while they are seated.)
Example: The children go on a "treasure hunt" to find a certain set of things in the room.	Example: The children write numerals on paper at their seats.
5. Dependent on teacher direction (The child may be depending on the adult to help him know exactly what to do.)	Independent of teacher direction (Few directions from the adult are needed to help the child learn to do something by himself. The child already knows exactly what he is to do.)
Example: The adult may show the child how to do something at the same time she is talking about how to do it.	Example: The child chooses the material he wants from an interest center and works with it. Later the adult smiles at him to show him that she knows that he knows what he is doing.
6. Short activities (Activity may take only 5 to 10 minutes at the beginning of the year.)	Longer activities (Activities last up to 30 minutes at the end of the year.)
Example: Small group activities are planned to be short and to include a number of individual experiences; for example, puzzle-making.	Example: The children stay with one activity for a 20-minute interval, perhaps making a puppet.
7. Individual materials (Each child has his own materials.)	Shared materials (A small or large group of children use the same materials.)
Example: Each child has his own flannel board and felt pieces for working on a math activity.	Example: One large flannel board and one set of felt pieces is used for a math activity in a small group.
8. Nonverbal activity (Activities are provided for the child which do not require him to talk. The adult may do most of the talking.)	Verbal activity (Activities are provided for the child which promote his being able to talk. The adults may do most of the listening.)

8. (continued)

Example: The adult may say, "We're going to make a row of red pegs across the top of our pegboards." The children follow these directions. As the children continue to put their pegs in their pegboards, the adult says, "Everyone is making such a straight row of pegs across the top of their pegboards." After everyone has completed, the adult says, "Look what straight rows we have made with our red pegs."

Example: The children are painting at the easel. The adult asks, "Is there anything about your picture you'd like to tell me about?" Each child is given time to describe his painting if he is ready to talk about it.

9. Gross coordination (Use objects that are easy for the child to manipulate.)

Example: (a) Bean toss games. (b) Easel painting with large brushes.

Fine coordination (Use objects that require more manipulation skill.)

Example: (a) Small lacing cards. (b) Using crayons within defined small areas.

10. External reinforcement and control (Child is dependent upon teacher and peers for reinforcement and control.)

Example: Teacher sets standards and reinforces child constantly, in order to help him complete a task. When the task has been completed, she may praise him by saying, "Johnny, I am so proud of you because you finished your puzzle."

Internal reinforcement and control (Child is not completely dependent upon teacher or peers for reinforcement or control but gains reinforcement from satisfaction and exhibits self-control.)

Example: Teacher sets less specific standards and reinforces less often, because child is able to persist for longer periods of time and attempts to finish task for personal satisfaction of having been successful. Upon completion of task teacher may respond by saying, "Aren't you proud of yourself for finishing that hard puzzle!"

CHECK YOURSELF

The sequence of teaching activities below have been written randomly. Indicate, by writing "1st," "2nd," and "3rd," for each teacher, the sequence in which the activities should occur according to DARCEE sequencing principles.

Teacher 1

_____ 1. (a) The teacher points to a blue ball and asks the children to name the color of the ball.

_____ (b) The teacher points to a blue ball and asks the children to point to another ball of the same color on the table.

_____ (c) The teacher asks the children to point to something blue in the classroom.

Teacher 2

_____ 2. (a) The teacher points to a chair and a door and asks which is shorter.

_____ (b) The teacher points to two children, one slightly taller than the other, and asks how the children differ in size.

_____ (c) The teacher points to two trees of slightly different heights and asks which one is shorter.

Teacher 3

_____ 3. (a) Small group activities last about 20 minutes.

_____ (b) Small group activities last about 10 minutes.

_____ (c) Small group activities last about 15 minutes.

Teacher 4

_____ 4. (a) The teacher gives each child three colors and asks them to draw different colored circles on white paper.

_____ (b) The teacher places a set of crayons at a table at which five children are seated and asks them to draw pictures on their paper.

_____ (c) The teacher passes a large box of crayons around a table at which five children are seated and asks each child to pick three crayons and then draw a picture.

Keeping Track of the Skill Development of Your Children

The DARCEE teachers use A Sequended Guide for Recording Children's Progress to select the skill objectives that will be taught each day. The record-keeping system provides its own explanation of content and sequencing. It is sequenced according to the skills that should be emphasized at certain periods during a school year. Certain skills in the first section are to be mastered by the children before attempting skills in any other section of the manual.

A note of caution should be given. Children are expected to progress in many areas at the same time. We do not, for example, teach children all the colors, then proceed to teach them all the shapes, all sizes, and so on. These skills are interwoven, as appropriate, into the unit framework, which is presented on pp 113-117 below. Every teacher in the DARCEE classroom will need to read the complete record-keeping system carefully in order to be knowledgeable of the contents and be able to use it as an effective and helpful tool in implementing the DARCEE program.

CHECK YOURSELF

Exercises in Skill Development Planning

On pages 82-83 below, 18 situations are described, choose one of these situations and (a) find an appropriate objective of objectives in A Sequenced Guide for Recording Children's Progress, (b) write the objective(s) and the page number(s) on which you found them, and (c) write at least one activity or strategy you could use to accomplish your objective(s).

1. Your objective(s) Page Number(s)

2. Your activity or strategy

For a second of those situations on pages 82-83, use the same procedures as you used above.

1. Your objective(s) Page Number(s)

CHECK YOURSELF (Continued)

2. Your activity or strategy

SITUATIONS FOR CHECK YOURSELF ITEMS

A. It is the third week of school.
You want to introduce the square.
You think all the children in your group can identify the circle.

B. It is the second week of school.
You want to work on whole-part-whole relationships.
You decide to introduce puzzles.

C. It is the third week of school.
You did an activity on identifying colors green and orange.
The children were not able to identify these colors.

D. It is the fourth week of school.
The children are having trouble with coordinating their eyes and hands.
You have used paste and clay many times already.

E. It is the second month of school.
You had an activity using dittos of animals to color within the lines.
You found that the children were not successful with this at all.
You feel they do need some work in this area.

F. School has been in operation for two and one-half months.
You want to work on size concepts.
The last size concept you worked on was identification of long and short.
Children had no difficulty with that concept.

G. It is the third month of school.
You want to start working with the children on learning to read their names.
They can identify basic shapes like circles, squares, and triangles.

H. It is the third month of school.
The children need work on shapes.
They can all identify circle, square, and triangle, and can match rectangle.

I. It is the middle of the year.
You want to work on sets.
The children can identify sets (groups) and can count objects up to 10.

SITUATIONS FOR CHECK YOURSELF ITEMS (Continued)

J. It is the middle of the school year.
You want to expand the children's knowledge of shapes.
They can identify all the basic shapes.

K. It is the middle of the school year.
You want to work on fractions.
The children can recognize whole and half.

L. It is the middle part of the year.
You did a whole-part-whole activity by having children identify small details in pictures of objects.
The children were not able to do this activity successfully.

M. It is the latter part of the year.
You want to work on set-numeral association.
The children can reproduce numerals 0-10.

N. It is the latter part of the school year.
You want to work on critical thinking skills using a story.
The children have been able to do well predicting logical endings for stories.

O. It is the latter part of the school year.
You want to work on patterning.
The children have done well patterning with color using a model.

P. It is the latter part of the year.
You want to work on rhyming words.
You have introduced the concept "rhyme," but have hardly worked on it at all.

Q. It is the latter part of the year.
You want the children to learn the alphabet.
They have been able to reproduce all design patterns you've presented.

R. It is the last month of the school year.
You have the more advanced group.
They have mastered all the verbalization skills in the yellow section.
You want to go on to more difficult verbalization skills.

8. Materials Use and Selection

The selection of materials for the DARCEE program is intended to help develop skills and attitudes in young children. The skills listed in A Sequenced Guide for Recording Children's Progress are those skills children in the DARCEE program should master. The attitudes, discussed in detail in the next section of this manual, are considered equally important. You, the teacher, should become thoroughly familiar with the skill and attitude objectives of the program as preparation for selecting materials wisely and using them well.

DARCEE values versatile materials, that can be used to develop a variety of skills and attitudes. A material that can be used in a variety of ways to teach a number of skills is preferred over a material that can be used to teach one skill alone. Cubical counting blocks, for example, can be used to teach color matching, recognizing, and identifying, as well as set matching, set-union, and set-separation. Also preferred are materials that can be combined with other materials to teach more complex skills.

Various materials are used throughout the day in a DARCEE classroom, during large group activities, structured small group activities, selected free choice activities, and meal and snack times. Specific suggestions on how to introduce and use materials can be found in the Materials Development and Use Manual as well as in other parts of this guide (see "Tips for Good Teaching on pp. 142-144). On the pages below are practical suggestions to help you see what materials may be used to teach what skills. Skills are listed in the left hand column. To the right are the materials that are useful in teaching each listed skill. The page numbers in parentheses beside the skills refer

to the pages in A Sequenced Guide for Recording Children's Progress on which these skills appear.

Skills to be Developed	Appropriate Materials[15]
Color concepts:[16]	
Match, recognize, and identify red, blue, yellow, green, orange, purple. (See Record Keeping System, p. 2.)	Pegs, pegboards, cubes, design cards, parquetry, beads, construction paper, color lotto game, roulette wheel w/construction paper, crayons, Kangeroo Cards, flannel color sets.
Shape concepts:[17]	
Match, recognize, and identify circle, square, triangle, diamond, cross, rectangle. (See Record Keeping System, p. 3.)	Pegs, pegboards, parquetry (with the exception of rectangle, shape lotto, roulette wheel, Kangeroo Cards, flannel shapes, Peabody Language Development Kit (PLDK) Cards.
Design concepts:	
Match, recognize, and identify checks, plaids, polka dots, and stripes. (See Record Keeping System, p. 31.)	Swatches of cloth made into a lotto game; Teacher-made flash cards; Children's and teacher's clothing; Willie and Sally's clothing (flannel board).

[15] Items that are underlined are items described in the Materials Development and Use Manual.

[16] To teach colors other than those listed here and to teach light and dark shades of colors, swatches of cloth and the children's clothing may be used. Of course, crayons and flannel color sets may also be used.

[17] Other shapes like stars, crescents, moons, bells, hearts, horseshoes, ovals, ellipsis, and arrows may be taught with all of the materials listed, except with pegs and pegboards and with parquetry block sets. Many shapes fit in with recognizable themes, such as stars and bells with Christmas, crescent moon with Halloween, heart with Valentine's Day, and oval with Easter.

Size concepts:	
Discriminating among objects according to big versus little, long versus short, tall versus short, etc. (See Record Keeping System, pp. 4 & 18.)	Many concrete objects may be used to teach size concepts that are not packaged and on the market. For instance, comparison of children to develop the concepts of tall and short. Strips of paper can be used to teach wide and narrow. Building blocks can be used to teach big and little, long and short, same size, middle size, different size.
Fractional parts:	
Match, recognize, identify, produce halves, thirds, fourths. (See Record Keeping System, p. 19.)	Commercial kits, construction paper, fruits (orange, apple), crackers, slices of bread.
Sets:	
Match, recognize, identify, produce sets. Divide sets into subsets. Combine subsets to get union set, etc. (See Record Keeping System, pp. 5, 20, 33 & 34.)	Pegs and pegboards, cubes, concrete objects, beads, flannel pieces, commercial kits, dot lotto.
Set-Numeral association:	
To place sets of objects with numerals that correctly indicate how many objects are in the sets. (See Record Keeping System, p. 34.)	Cubes with numerals, commercial kits, beads with numerals, flannel pieces, with flannel numerals, dot lotto.
Positive concepts:	
Recognize, identify, demonstrate over, under, through, beside, etc. (See Record Keeping System, pp. 47 & 48.)	Pegs and pegboards, flannel board, stories, cubes, concrete objects, beads, people, large pictures
Visual skills:	
Indicate likenesses and differences. (See Record Keeping System, pp. 7, 12, 21, 23 & 31.)	Concrete objects (cubes, glasses, plates, silverware, crayons), pictures of concrete objects, numerals, letters, words.

Show how parts relate to the objects of which they are part (whole-part-whole relationships). (See Record Keeping System, pp. 8, 9, 24 & 37.)	Puzzles, parquetry blocks and designs, cubes and designs, beads and pattern cards, large pictures of objects, construction paper and paste, rig-a-jigs, other commercial materials, teacher-made puzzles from tag board and magazine pictures.
Extend patterns:	
(See Record Keeping System, pp. 10, 25 & 38.)	Cubes and pattern cards, beads and pattern cards, pegs, pegboards and pattern cards, parquetry blocks and pattern cards, construction paper, crayons, PLDK links.
Visual comprehension:	
(See Record Keeping System, pp. 36, 39 & 57.)	Pictures, books, signs in the environment (either teacher-made or commercial duplicates), labels for common objects in environment.
Auditory skills:	
Recognize and identify new sounds in the classroom, discriminate among sounds, etc. (See Record Keeping System, pp. 11, 40 & 58.)	People's voices, records, stories, rhythm band instruments, songs, fingerplays, sound-alike-jars, objects in environment that make distinctive sounds, and tape recorder.
Language development:	
Understand directions, questions, stories, etc. Show the understanding by physical and verbal actions, etc. (See Record Keeping System, pp. 12, 13, 17, 18 & 42.)	Stories, records, films, conversation between teacher and child, directional games, tape recorder clue games.
Associate things that are related to each other, e.g., overcoats with cold weather, "moo" with cow, nail with hammer, etc. (See Record Keeping System, pp. 59 & 61.)	Concrete objects, records, stories, clue games, Willie and Sally with clothing, commercial games, pictures.

Materials Development and Adaptation

If you need to teach skills and are unable to find appropriate commercial materials available, or for some reason the commercial material is on the market but you cannot get it, you can develop your own materials or adapt available materials to your children's specific needs.

The following list includes materials developed by the DARCEE classroom staff over a period of years to fill needs in the DARCEE center classroom. Directions for constructing these and other materials are in the Materials Development and Use Manual.

Commercial Materials	Materials developed to accompany commercial materials
Pegs, pegboards	design sheet grids, design sheet booklets
Cubes	patterning cards, design cards, symbol cards
Beads and strings	pattern cards
Parquetry blocks	pattern cards, design cards
Familiar stories	Flannel stories: The Three Bears The Three Little Pigs The Three Billy Goats Gruff Mrs. Bunny's Surprise Chicken Little
Familiar nursery rhymes or fingerplays	Flannel sets: Little Turtle in the Box Ten Little Speckled Frogs

9. Attitude Development

Rationale for Attitude Development

We often talk about attitudes in children and other adults. Quite often our expressions are positive ("she has a very good attitude toward . . .")

People sometimes view attitudes as an ingrained part of personality and think it useless to try to change anyone's attitude toward things. Attitudes are like the weather, something you talk about, but can't do anything about, a part of one's environment to be tolerated rather than shaped or changed.

The DARCEE program holds another point of view about the development and nature of attitudes in children. DARCEE views attitudes as feelings or emotions directed toward persons, tasks, or ideas. These attitudes are developed and refined over a period of time as a person interacts with people and things around him. This definition of attitude allows the possibility of changing attitudes toward specific persons, tasks, or ideas. This is the stance taken by the DARCEE program.

DARCEE feels it is important to help young children develop the kind of attitudes toward self, toward other people, and toward educational pursuits that will enhance the chance for successful and personally satisfying performance in public school and in later life.

What follows in the next three sections are descriptions of the attitude objectives the DARCEE program intends to foster in children. In addition, for each attitude objective there is a brief discussion of how a teacher may use other DARCEE Essentials to help realize the objective.

Attitudes Related to One's Self

Self-Esteem. Self-esteem refers to a child's having good feelings about himself, his feeling proud to be who he is, whatever his race or family background happens to be. A goal of the DARCEE program is to help children develop positive feelings toward themselves while at the same time they are learning better who they are and what their capabilities are (self-concept).

Children who have such feelings toward themselves are more likely to engage in challenging tasks and novel situations and to participate in activities with other children.

In order for children to feel confident in their ability to do things, it is helpful to have a predictable environment. The Essentials Organization and Use of Time and Physical Setting provide guidelines for how such an environment may be set up. Obviously, if a team is carrying out its responsibilities as recommended in the Role of the Teacher and Teacher Preparation, the teaching team would have planned for a smooth running day, enabling the teachers to give much attention to individual children and be more supportive.

Of course, even if the day is predictable and if the events unfold as planned, the child's self-esteem may not be enhanced. It is also important that he not be overwhelmed by tasks that are too difficult for him. The Essential of grouping and the sequencing principles and record keeping of the Essential skill development should help to assure that the tasks children are expected to do are challenging but not too difficult. Moreover, the kind of daily variety that should result from a well planned schedule assures that if one activity is too difficult for a particular child, other activities will be used that day in which he may be more likely to succeed.

There are many other things that a teacher could do to help a child have a positive feeling toward himself. She could exchange jokes with the child. She could listen attentively to what the child says, address him by name, and let him know that he, as well as the other children, is important to her. Also, for children in minority ethnic groups, she could provide

experiences in units and daily activities for the child to relate to adults and other children in his ethnic group.

Self-Concept. When working toward the development of children's self-concepts, teachers are making an effort to help their children become more realistic about themselves. If Johnny is not the biggest boy in the class, he will at some point need to learn that others are bigger than he. It is also desirable that he learns what tasks are easy or difficult for him, as well as what things he likes or dislikes doing. The goal of improving children's realism is not, however, to be promoted in a manner that might undermine their self-esteem. They should feel that as each day passes they are developing more skills, and that if in some areas they are not as skillful as some of their friends, in other areas they are quite skillful.

At least three DARCEE Essentials relate to this objective. In attempting to implement the Unit Approach Essential, for example, a teacher may begin the year with the unit All About Me. Since that unit deals with similarities and differences among people, it could be used to help children understand themselves better in relation to other people. A second Essential related to the objective is Skill Development. Each day teachers engage children in a variety of tasks, some of which are difficult for some children and easy for others. The teacher could take advantage of the relative difficulty of tasks to discuss with children how what is easy for some of us may be difficult for others. She could also help children notice how their skills are increasing in several areas. Then, when she notices an instance of a child making an accurate statement about himself, she could give the child positive reinforcement ("John, you are right. Billy is taller than you are," or

"Roland, you are right. Making pictures with crayons is something you do well").

Self-Control. At the beginning of the school year a major goal is to help children learn to do what their teacher asks of them. To that end, DARCEE teachers set clear, specific standards and use positive reinforcement (see pp. 52-61 above). During the year more is expected of the children. They are expected to behave appropriately when less specific standards of conduct are stated, when less frequent positive reinforcement is given, and when the teacher is not close by. They should also become better able to deal constructively with frustrations and disappointments. They should learn to make their own decisions (as in structured free choice) and to assume responsibility for their own behavior.

To help children develop self-control, the teacher uses positive reinforcement when children demonstrate the kind of self-control she is working on at the particular time of the year. For example, if she is trying to help children deal constructively with frustration, she may hug and praise a child for telling her he wants to stop working on a particular task that is frustrating him. Other Essentials beside positive reinforcement may be used for this objective, including Physical Setting (keeping to a minimum distracting stimuli), Organization and Use of Time (having a schedule that is predictable and provides for variety), Grouping (working with small groups of children who have the skills needed for the tasks that will be attempted and who get along well together), and Skill Development (sequencing activities so that they are not too difficult for the children).

Independence. Another important attitude objective is that of

independence, which relates to the child's willingness to assume more and more responsibility for himself and for his personal belongings. As children become more independent they do more tasks, such as dressing themselves, putting their clothes and materials in the proper places, and taking care of such matters as wiping one's own nose and getting one's own drinking cup. To the child, becoming independent is seen as acting more grown-up.

Since one aspect of independence is related to children caring for their own property, the Essential of Physical Setting is relevant, as it includes the suggestion that coat hooks, facial tissues, toilet paper, and drinking cups be placed where children can easily reach them. The Essential Materials Development indicates that materials related to this objective (or others) could be purchased or made. For example, materials could be provided to help children learn to tie shoes, buckle belts, snap snaps, and use zippers. The Essential of Positive Reinforcement may be used when the teacher indicates to children that she wants them to do certain specified things for themselves and she then reinforces them for doing so. Finally, if the relationships with parents implicit in the Parent Involvement Essential are set up, the teacher could suggest to parents that they dress children in clothes that are easy for the children to handle when possible, and the teacher could send notes home indicating some of the new things the child is learning to do for himself.

Attitudes Related to Social Development (Others)

Trust in Others. DARCEE considers it desirable for children to develop feelings of trust and friendship toward classmates and teachers. The child should be able to overcome fears about new situations. He should be

confident enough to make reasonable requests of friends and teachers to meet his needs. It is likely that a reluctant or reticent child would miss many opportunities to benefit from the companionship and assistance available from peers and adults. Trust in others is closely related to the other DARCEE attitudes that pertain to social development. Although trust in others is not a pre-condition for all of the attitudes towards others, it certainly enhances a child's chances for behaving consistently with related attitudes.

The predictable environment provided by the Essentials Physical Setting and Organization and Use of Time, as well as the low pupil-teacher ratio provided by the Essential Grouping should facilitate trust in others. In addition, the recommendation that teachers clearly state their expectations for children (the Positive Reinforcement and Behavior Management Essentials) should enhance the likelihood that the children will perform well, be praised, and feel happier in the classroom than would be the case if expectations were not clearly specified.

Interest and Ability in Initiating Interaction With Others. Children who are unwilling or who find it difficult to initiate interaction with others are dependent upon the initiative of others when assistance, reassurance, or simple companionship is needed. What is Joe to do if he needs help in tying a shoe lace, but is too shy or proud to ask the teacher for assistance? What anxiety will a child feel who finds himself left out of playground groups even though he would like a playmate? A child whose behavior is up to par on this attitude objective would be willing and able to ask for help when it is needed or to make overtures of friendship when playmates are needed. DARCEE is not a Dale Carnegie course, but it does recognize the importance of being

willing and able to initiate interactions with others for the personal well-being of children.

Awareness and Respect for the Needs of Others. The child who is insensitive or intolerant of the needs of others with whom he interacts, often makes trouble for himself as well as making life unplasant for those around him. For that reason, DARCEE considers it important to develop in children awareness and respect for the needs of others. Behaviors such as sharing and taking turns would be indicators that children are making progress toward this objective. That progress may be hastened when, for example, the teacher gives positive reinforcement to children who attempt to share, etc. The teacher can also provide experiences that permit the children to share and take turns. For example, children may be given limited numbers of items so that sharing works to the benefit of all children who want to use the item. The teacher, by her actions, may provide a model for the children by respecting the needs of others. She should be an outstanding example of willingness to give assistance to others.

Ability to Function Constructively as a Member of a Group

Functioning constructively as a member requires several attitudes and abilities, the objective cited in the previous example being one. Another important attitude and ability is being able to use constructive and socially acceptable means in resolving conflicts with peers. This does not mean that a child should be timid about exercising influence as a member of a group. It does mean that he should learn to avoid non-constructive approaches such as crying or becoming physically aggressive.

Proper setting of standards for acceptable behavior and subsequent

positive reinforcement of appropriate behavior are critical to progress on this objective. In addition, teachers may plan specific activities to help children think of alternative solutions to problems. They could, for example, tell or read stories about problems people in groups may face--two children want to use the same toy or Billy wants to play a particular game with George, but George is not interested--and they could have the children act out or tell how they would solve the problems. Later in the year, the teachers could structure situations so that children have more opportunities to be faced with problems they will have to solve. For example, they could make their presence less obvious on the playground, they could leave the room during structured free choice, or they could set less specific standards for sharing in small group activities.

Attitudes Related to Learning Situations

Interest in School-Type Activities. This objective refers simply to the child's being interested in and enjoying his involvement with school-like materials (books, crayons, magic markers, scissors, paste, paint) and classroom activities.

Teacher Preparation (careful planning to make activities likely to succeed and operate smoothly), Materials Use and Selection (choosing materials that are attractive), Skill Development (choosing activities that are at a level children can handle), and Positive Reinforcement (demonstrating an enjoyment for classroom activities and using positive reinforcement when children show interest in using materials appropriately) are all Essentials the teacher may relate to this objective.

Delay of Gratification. Being part of any group, a classroom group

especially, requires children to be willing to do things they may not always want to do. One child may feel like eating something, another may want to talk with someone, and another may want to race. Children may have such feelings during a large group instruction session where they are expected to remain seated and listen to a story. If the three children behave appropriately during the activity, they have delayed gratification of those things they would rather do. DARCEE feels that this kind of behavior is important for children if they are to function well in the schools they are likely to enter. To this end, DARCEE teachers give reinforcement to children as they show that they are able to wait their turn.

Delay of gratification is also related to the passing up of immediate gains for greater rewards in the future. For example, as children learn to complete entire tasks before asking for recognition from the teacher, they are showing this aspect of delay of gratification, since by waiting to show the teacher what they have done, they are likely to get more praise and to feel personal satisfaction for completing the task fully on their own.

The provision of a predictable schedule (Organization and Use of Time) is important for this objective. For example, if the child knows that in a short time the class will have outdoor play, a snack, or bathroom time, it is easier for him to wait to meet what may seem to him to be a pressing need. In addition, of course, it is important that the teacher be a person whose word he can trust. (If the child is told that he can play with a tricycle during outdoor play, that promise should be kept.) The Positive Reinforcement and Behavior Management Essential is also used for delay of gratification when a teacher praises a child for waiting his turn to use a toy and praises another

child for completing a whole puzzle before asking the teacher to see it.

Persistence. This attitude objective, closely related to delay of gratification, refers to the child's ability to keep working on a task until an acceptable level of completion is reached. The child who keeps working on a single painting until he is satisfied is demonstrating persistence.

Skill Development and Teacher Preparation (selecting activities that will challenge but not overwhelm the child) and Positive Reinforcement (offering reinforcement for staying with a task until its completion) are closely related to the accomplishment of the objective of persistence.

Achievement Motivation. Achievement motivation is an objective closely related to the three previous objectives. It, in fact, includes the other three objectives and adds a further dimension. The child not only enjoys school-related activities, delays gratification, and is persistent, he also sets his own goals for what he will accomplish. He tries to set realistic goals for himself and strives to meet those goals. As a result, the child frequently strives to learn new things and to do familiar tasks with increased skill.

Strategies to cause children to examine what they have done and set new goals for future performances, are important in fostering achievement motivation. For example, a teacher may have a child count how many pieces there are in the puzzle he constructed and may then ask him what kind of puzzle he would like to try next time, one with the same number of pieces, one with a few more pieces, or one with many more pieces. Such strategies require proper Selection and Use of Materials as well as Teacher Preparation. As the child makes his prediction and works toward his own goal, he should receive positive reinforcement for his efforts.

How Does the Teacher Foster Specific Attitude Objectives?

DARCEE teachers are expected to help children realize all of DARCEE's attitude objectives, not to select a few attitude objectives to emphasize while other attitudes are ignored. Yet, there may be times when a DARCEE teacher will need to attend to specific attitude objectives. On the next few pages, examples are given of some of those times, and suggestions are offered on how to realize the objectives.

Self-Esteem, positive feeling toward self.

> Jerry comes to school with a big lower lip and large eyes that seem to say, "I'm a sad boy." Usually when anyone asks him to do some task, even an easy one, Jerry acts as if he is unable to respond. Although he has never said so, it is obvious Jerry has a low opinion of himself.

Jerry's teacher has tried hard to accomplish all of DARCEE's attitude objectives. She has controlled physical setting (making it stimulus free at the beginning of the year and adding new things gradually) to help children attend to their tasks, perform well, and be praised for their performance. She has kept the schedule similar from day to day to make the classroom one children can predict and trust. She has grouped children in small groups of similar ability to promote their achievement and interest in achievement and to be in a better position to praise the children when they delay gratification, act independently, persist in tasks, and cooperate with each other. She has done these things and many others; yet, Jerry still seems to have a low opinion of himself. What should Jerry's teacher do? Here are a few things his teacher did:

1. She paid more attention to him, and let him know she was aware of him as an individual. At first, when Jerry did nothing at all, she made comments to Jerry like, "Say, Jerry, you are wearing a new sweater today." Later, when she noticed he picked out a red

crayon when he was coloring, she commented, "You chose red, didn't you, Jerry?"

2. She also let him know at once whenever she saw him do something he could be proud of. "Say, I like the way you stood up when I asked you to, Jerry." "Jerry, that is a beautiful picture."

3. Whenever Jerry came to her to tell her something, she listened attentively.

4. She also tried to find out what things Jerry likes to do and finds to be funny. She made sure to include those things in her program regularly.

Despite these efforts Jerry's opinion of himself did not become as positive as was Mary's or John's, yet, Jerry's teacher felt she did make some progress with Jerry in this area.

Self-Concept, realistic self-evaluation.

Willy just seemed to feel there was nothing he could not do. He felt he could run the fastest, jump the farthest, and write and sing the best. Actually, Willy was neither best nor worst in most of these areas.

Willy's teacher felt Willy's problem was not serious. He just had an inflated opinion of his abilities. Although she worried that he might be too careless on the playground, she realized he would eventually learn to be realistic. Actually, she had more concern about Paula who seemed to feel she could not do things she was capable of doing. What did that teacher do to help these children become more realistic about themselves?

1. She made herself a role model for this objective. She indicated to the children how she is able to do some things better than others. "I can tell stories better than I could run."

2. She also reacted to Willy and to others with statements indicating their relative strengths in a positive way: "Willy, I like your coloring with crayons, but I think I like your painting even more." "Willy, are you as good a thrower as you are a ball catcher?"

3. She also tried to help children realize they would get better at some things as they grew up and that some things would always be

hard to do. She tried to do this by reading children's books on growing up and by reading stories about animals who are very fast or very strong. Following the animal stories, she asked questions like, "Elephants can pick up trees. How many of us can?" "Willy, can you eat as much as a hippopotamus?"

4. She had children play games like ring toss, where she first asked them to predict how many ringers they would throw, and then checked to see how accurate they were in their predictions. (Willy predicted five ringers and made only one.) Later, he became more accurate and was praised for being so.

At the end of the year, Willy still felt there were many things he could do well that he, in fact, was unable to do. Because of that he had a few cuts and scratches on the playground. Yet, he did become somewhat more realistic without losing his positive feeling toward himself as a boy.

Self-Control, Situation 1.

Whenever Miss Dunkin wanted the children to do one thing, Kelly did another. Miss Dunkin was worried that Kelly would never be able to follow directions from a teacher.

Miss Dunkin did a very wise thing. She talked about her problem with another teacher, Mr. Klein. She discovered that Mr. Klein had a boy called Edgar with a similar problem. What were they to do? They decided to try the DARCEE way, as follows:

1. They stated clearly and specifically the behaviors they expected of the children before starting any activity. Before giving the blocks to the children, the teacher says, "I will give each of you a red block. Place it on the table in front of you and then put your hands on your lap."

2. They were consistent in reinforcing children for following their standards. "Kelly, I like the way you put that block in front of you."

3. When children did not follow the teacher's standards, they ignored that behavior and praised other children for following the standards. Of course, if the misbehavior was excessively disturbing, they might be unable to ignore it. They would usually move the child from the activity to a place from which he could observe but not participate.

Despite Miss Dunkin's efforts to notice Kelly's good behaviors and to praise him for exhibiting them, Kelly tended to get into fights, to talk at the wrong times and to disregard instructions more often than did most of the other children. Yet, Miss Dunkin felt that he made considerable progress, and she was amazed at how well he and she related to each other.

Self-Control, Situation 2.

> Freddy seems to end up crying before any activity ends. He gets frustrated so easily. When Jonathan gets frustrated, he usually becomes aggressive and starts hitting or throwing things.

Freddy and Jonathan's teacher had certain ideas about increasing the frustration tolerance of the boys and helping them react more constructively to the frustrating situations:

1. She alternated easy and challenging tasks so Freddy and Jonathan would have frequent successful experiences.

2. The teacher tried to note when each boy was about to get frustrated. She advised them to stop a moment and discussed with them some alternative approaches. For example, if Jonathan is getting angry because a puzzle part does not fit where he wants it to, his teacher might talk with him as follows:

   Teacher: What's wrong, Jonathan? You seem angry.

   Jonathan: I am. This piece does not fit.

   Teacher: It does not fit? You're right. I'm glad you saw that. Let's see if it would fit if you turn it like this.

   Jonathan: It does not.

   Teacher: Well, tell me what you might do.

   Jonathan: I might turn it like that.

   Teacher: Does it work?

   Jonathan: No.

   Teacher: Well, what else might we do?

3. She made certain that there were not too many frustrating jobs to be done. Often this meant checking after school to see that the equipment was in good repair and in sufficient quantity.

4. When the boys were frustrated--when Freddy started crying or Jonathan started to become aggressive--the teacher let them know she realized they were upset. She tried to get them to tell her what was bothering them, and she let them know that lots of people are bothered by such experiences. She might find it necessary to let Freddy sit out the next part of the activity on her lap, and she might need to physically hold Jonathan a moment to prevent him from hurting someone. She would assure both boys that some of these jobs are difficult, and as you grow older you will become able to do them better.

5. Whenever either boy seemed to solve a problem on his own, she let him know she noticed it and was very proud of him for that.

Independence.

Teddy always comes from the bathroom with his pants unzipped. He also needs to be reminded each day to take home his coat and hat.

Part of Teddy's problem seemed to be forgetfulness, and part seemed to be that some tasks seemed difficult for Teddy to perform. His teacher tried several things to help Teddy become more independent.

1. She provided activities where children could practice dressing themselves, tying shoes, using zippers, snapping snaps, and buckling belts.

2. She made it a point to remind Teddy's group frequently about caring for themselves before activities like outdoor play, going home, etc.

3. She made it a point to let Teddy and others know she was very happy to see them attempt or complete tasks like hanging up clothes, wiping his nose, etc. "You are learning to take care of yourself, Teddy, like a big boy."

4. She made certain coat hooks, facial tissues, etc., were at a level children like Teddy could reach.

5. She made certain the class schedule was consistent from day to day, making it easier for Teddy to know what he had to do.

Trust in Others, interest in interacting with adults.

Johnny seemed not to like adults very much. He rarely talked with them and seldom responded when an adult talked to him.

During the year, Johnny's teacher made much progress in getting Johnny to be friendlier to her and to other adults as well. Here's what she did:

1. She made sure the schedule was very predictable so Johnny could trust his classroom environment. In line with this, she made it a practice to keep all promises she made.

2. She let Johnny and all children know she knew when they arrived and was happy about their arrival. "Say, Johnny, you're wearing new shoes today." "Johnny, that's the biggest smile I've ever seen."

3. She provided activities Johnny and others could do and praised them when they carried out those tasks well.

4. She did not hesitate to play with the children during outdoor play time.

5. She found out what kinds of things the children enjoyed, and brought in other adults to carry out those activities with the children.

Interest and Ability in Initiating Interactions With Others.

Some children like to play alone and are very happy building towers or making easel paintings without becoming actively involved with other children. These children probably should be permitted to be themselves. But Mary Ann is different. She plays to the side, but she does not seem happy. Her teacher suspects she wants to play with the others but does not know how to do so and feels anxiety about attempting to.

Here are some steps Mary Ann's teacher took:

1. She placed Mary Ann with a group of girls who did not have strong relationships with each other and who were cordial and accepting with others. She then planned activities she felt certain Mary Ann enjoyed doing and could carry out completely. These activities she used in her small group.

2. The teacher participated in outdoor play games and in structured free choice; she drew Mary Ann into the games, and gradually

withdrew from each game. She frequently observed the game and gave Mary Ann and others praise at how well they were performing.

3. During meal and snack time Mary Ann's teacher tried to draw Mary Ann into conversations and encouraged other children to listen and respond to her, as she did with all children. For example:

Mary Ann: My mommy took me and my brothers to Holiday Hills (amusement park) yesterday.

Teacher: Did you enjoy the rides there?

Mary Ann: Yes.

Teacher: Have others of you been to Holiday Hills?

Paul: I was. I was scared on the roller coaster.

Teacher: Mary Ann, did you go on the roller coaster?

Mary Ann: No, it was too scarry.

Teacher: I know just how you feel. Say, maybe during structured free choice some of you could make a Holiday Hills with blocks. Would you like to Paul? Roger? Judy? Mary Ann?

<u>Awareness and Respect For Needs of Others, sharing and taking turns</u>.

Joel is a "me-firster." He finds it difficult to wait his turn in any activity.

His teacher took the following moves to help him share and take turns more effectively:

1. She indicated to all children, and Joel especially, that there would be enough time for everyone to get a chance to use all the materials. She made certain to keep that promise.

2. In small group activities, she moved into sharing gradually. For example, at first she gave each child all the crayons he would need, making sharing unnecessary. Later, she placed a whole box of crayons for children to share, making it easy for them to share by having several reds, several blues, etc. She introduced the box by telling the children they were going to do something grown-ups do; they were going to share things. She praised them as they did so. Later on, she provided fewer crayons of the same color in the box of crayons to share. As children, like Joel, were about to get frustrated or were about to fight for a color,

she reminded them that we share in this group and suggested that there was enough time for both children to use the color they want if they shared.

3. She, as a teacher, shared and took turns just as she asked children to do, serving as a role model for children to follow. Children were praised whenever they shared or took turns.

Ability to Function as a Member of a Group, Situation 1.

Rodney frequently cries when playing in the block area. He is particularly troubled when other children knock down buildings he makes. Also, on the playground, he cries often when other children take something from him (a tricycle or ball) with which he is playing.

His teacher tried to help him develop more constructive reactions to such frustrations as follows:

1. She wanted him to be frustrated less often by his classmates. To do so, she reorganized the physical space to minimize children at play interfering with each other. She felt, if Rodney could play successfully more often he would be less afraid of the play situation and less troubled by frustrating incidents when they occur.

2. When a frustrating situation was emerging, she stepped in, pointed out to the children the problem, and asked them how they would solve it.

3. After a frustrating situation occurred, she discussed with Rodney how he felt, tried to help him find words with which to talk about the problem, and to find practical solutions.

Ability to Function as a Member of a Group, Situation 2.

James frequently got into fights with other boys. He would also be reluctant to clean up a mess he made. His general approach to such matters was, "It's the other guy's fault."

James' teacher made several moves to help James assume more responsibility for his own behavior.

1. She stressed the rule, "We all clean up after ourselves" in art activities. When children helped each other clean up, she indicated that she was pleased, but she made certain to praise everyone who took responsibility for cleaning up after themselves, James included.

2. Whenever James got into a fight she took him aside and told him she realized he was very angry and that she would talk to him about it if he felt like it. When talking to James, she made certain to listen well to his side and to sympathize with his point of view. After he expressed his feeling, however, she then talked with him about how the other child felt about the same incident and then posed the question, "How could you and _____ avoid such problems in the future?"

3. James' teacher also made it a point to tell the children stories about other children who had responsibilities and failed to carry them out. For example, she told a story about a child who forgot to feed his dog. She asked what would happen. She tried to involve James in the discussions. She also told stories about (a) a child who left toys on the steps, (b) a father who forgot to take his house key with him when he and the family went on a trip, (c) a fireman who forgot his hose, (d) a teacher who left the paste at home for a paste activity, etc.

Interest in School-Type Activities.

Judy seems to sit and do nothing whenever a new activity is tried. In structured free choice time she returns to the activity she has engaged in several times before, she never goes to a new activity or material.

Judy's teacher decided that in Judy's case the problem was serious enough that she would have to make a definite effort to help Judy with her problem.

1. She made certain Judy was in a group that would not carry out activities too difficult for her.

2. She made certain that on several occasions, in small group, Judy would get a chance to play with familiar activities that she excelled in. She hugged and praised Judy as she tried out new activities as well as familiar ones.

3. When she gave Judy something new to do, Judy's teacher made certain that the task was not too difficult for Judy. She reinforced Judy for working with the new materials by hugging and patting her, by praise--"Judy, I'm so happy to see you using those crayons for the first time"--and by letting Judy work with puzzles after she used the new materials.

4. When Judy did not use new materials, she praised other children so Judy could hear, and was careful to reinforce Judy for coming to a new activity, even if she did not get involved.

Delay of Gratification, Situation 1.

Whenever Lynette wanted to do something, it had to be done at once! If she wanted to run, she would do it as soon as she wanted to. If she wanted to shout, she would do it as soon as she wanted to. If she wanted to play with one particular toy, she would do so even if someone else had it.

Lynette was a frustrating child for her teacher, but her teacher figured out two things she could try:

1. She made the daily schedule very predictable. She emphasized to Lynette that if she wanted to run and shout, there would be outdoor play time. If she wanted to play with a particular toy, she would get a chance later on. Moreover, whenever she made a promise to Lynette she was certain to keep it.

2. She provided Lynette with much positive reinforcement--praise and hugs--whenever Lynette waited before she did something she wanted to do. "Lynette, you are really learning to wait your turn. I am very proud of you."

Delay of Gratification, Situation 2.

Usually when Mary is involved in an activity she stops frequently to ask her teacher if she is doing well.

1. The main strategy Mary's teacher used was to talk with Mary after an activity began, asking her for her ideas on how she wanted to complete the job at hand. She repeated what Mary said so that she and Mary understood Mary's standards of excellence. She then told Mary she would be busy helping other children but would be back soon to see how she was doing. She then helped the other children and soon returned to Mary to praise her for her progress in moving toward her own standards. Gradually, she stayed away from Mary longer and longer, until she finally was able to delay returning until after Mary completed the task.

2. If Mary's goals were too difficult for Mary to reach, her teacher usually helped her become more realistic by asking "Do you think we will have enough time to do the job that way?" or "Have you worked with paints enough to go between those two lines?" A major aspect of her work with Mary was to help Mary predict more accurately how effectively she could do the various tasks she was given.

Persistence.

Peter always willingly started an activity; yet, within three minutes he quit working on it. He hardly ever finished anything.

Peter's teacher tried several things to increase his persistence:

1. She planned activities that attracted Peter's interest.

2. She made certain the activities were challenging, but not too difficult. For Peter especially, she made certain the tasks could readily be completed in a short time. As the year progressed, she provided Peter with tasks that took more time.

3. She made certain that distractions were minimized. She placed Peter beside children who were persistent and kept the bulletin board which faced Peter free from stimuli which would attract his attention.

4. She attended closely to what Peter was doing, giving him attention before he quit. She praised--"You finished it!"--and hugged him for sticking to the task. If he quit before the job was done, she generally let him wait with nothing to do for a time, letting him watch others work, rather than give him a new task.

5. If Peter seemed to want to get up and do something else before the task was done, his teacher suggested "Why don't you stretch?" or "Why not get a drink of water and then come back and finish." She indicated to Peter that sometimes one feels better if he gets away from a task for a few moments.

Achievement Motivation, setting one's own goals.

Bernie spends much of his outdoor play time and structured free choice time just sitting and doing nothing. When asked why he is not playing, he responds, "I don't know what to do."

Bernie's teacher helped Bernie by:

1. Making certain he knew what were the alternatives.

2. Asking Bernie what would be his choice. If Bernie delayed in responding, she would ask, "Are there two things you would like to do?" When Bernie said there were, indeed, two things he wanted to do, his teacher told him, "Pick one for today and tomorrow I'll make certain you will be able to do the other thing." In such cases she always carried out her promise.

3. After Bernie began working at a task, the teacher would tell him, "I'm so happy to see you decided to do this."

4. Gradually Bernie's teacher delayed coming to Bernie to see what his choices would be. Whenever Bernie made his decision without her, she let him know she was very proud of him.

5. When Bernie finished a task during structured free choice time before the activity time was over, the teacher suggested to Bernie, "Why don't you get up and see what other activities you could try?" or "There is a space at the puzzle table, would you like to go there?" Once Bernie made a decision she let him know she was proud of him for making it.

Summary. The suggestions above are only some possible ways of working with common problems. When problems arise in your classroom they may be simple or more complex. As you work with your teaching team, you will probably think of solutions to your own problems that are different from those above and may work even better.

CHECK YOURSELF

Read "Tom, A Hypothetical Case," which appears below, and try answering these questions:

1. How would you say Tom rates on each of DARCEE's attitude objectives?

   a. His behavior is consistent with the objective.

   b. His behavior is somewhat short of the objective.

   c. His behavior falls seriously short of the objective.

   Mark your responses on the Attitude Diagnosis Record in Appendix B.

2. What, if anything, would you advise the teacher to do about Tom for each objective (see Attitude Diagnosis Record).

Tom: A Hypothetical Case

Introduction

Tom is five and one-half years old and about average size for his age. The following descriptions and inferences about Tom's behavior could have been recorded after one or two months in a DARCEE class. The information is brief and somewhat inadequate for the purpose of making a comprehensive diagnosis of a student's progress toward all of DARCEE's Attitude Objectives. Nevertheless, such a diagnosis, even with limited information about a student, gives a DARCEE teacher-to-be useful practice in the application of DARCEE Attitude Objectives.

Tom's Behavior

Tom is about the same size as other boys his age. He normally wears a smile, walks with a noticeable swagger, and usually talks in louder than normal tones, even for a five-year-old boy. Tom is quick to volunteer for special duties in large group activities. He quickly pushes his way to the front of most of the groups to which he gets assigned. Frequently when he arrives in class he proudly shows off a special toy (model car, bubble gum trinket, etc.) or occasionally new clothes.

Tom tries to get teachers to do things for him (button his coat, buckle his galoshes, wash his face, etc.) even though he can do most of the things reasonably well himself. In small group activities Tom often strikes out on his own and uses the materials in ways not intended by the teacher. For example, he plays "soldiers" with the peg board items. Invariably he leaves his materials and personal items strewn about the room.

Tom boasts that he is "best" at most tasks, especially playground games. He talks as though no job is too tough, no mountain is too tall to climb. Yet, his performance seldom equals his predictions. When a task is difficult, Tom prefers to muddle through by himself. If he has too much trouble, as in puzzles, pegboards, etc., he simply leaves the task unfinished or uses the material in a different way from the way he started the activity.

In structured free choice he flits quickly from one task to another if the task is difficult. He prefers manipulative tasks to verbal ones, but tires quickly of even manipulative tasks when he has difficulty. When his interest lags, he does sloppy and careless work. Anything other than toy cars or cowboys and Indians holds his attention for less than 15 minutes. Frustration with a task usually results in some form of attention-attracting misbehavior from Tom.

He is generally willing to try new tasks, but drops them quickly if they are difficult. His choices appear to be based on impulse in that he rarely tries to consider alternatives. His strategy seems to be, "Try it. If I don't like it I'll quit and try something else." When his decision ends unhappily, he tries to shift the blame to someone or something else. For example, he might say about a puzzle, which he had quickly abandoned, "I don't like it because the pieces are too tight."

On the playground or during structured free choice, Tom shares materials or cooperates with other children only when he is forced to by a teacher or when he needs a playmate for his game (as in cowboys and indians). He is not hesitant in joining other children in play when he wants to take part in the activity. In fact, he is very domineering in most groups. If he can't work his will on the group, he usually withdraws to pout. When he is frustrated or his personal goals are thwarted by playmates, Tom reacts by shoving and kicking, by nagging the opponents, by trying to get the teacher as an ally, by crying, or by pouting.

Praise by a teacher brings a big smile to Tom's face. He sometimes brings items, such as apples and model cars, to give or show to the teacher. That display of affection is seemingly inconsistent with other aspects of Tom's behavior. For example, Tom occasionally fails to follow the directions and rules outlined by the teacher. Tom sometimes mimics the teacher to amuse other children when he thinks the teacher is not looking at him.

In violating standards set by the teacher, Tom is frequently noisy, pushy, and boisterous in large groups. He does not sit still for more than 3 or 4 minutes at a time, and can't wait for proper times to run and play. During structured free choice, Tom upsets other children's blocks, puzzles, etc. He runs between activity areas, causing considerable disruption. On the playground he is similarly disruptive in upsetting other children's games or bullying smaller children. He's a very poor loser, and tries to make excuses for his or his team's failure to excel.

10. Unit Teaching

What are Units? What is Their Purpose?

A unit is a carefully detailed outline of concepts organized around a central content theme. A unit is used in the DARCEE classroom as a framework for skill and attitude development. It serves to integrate and order content, thus making learning experiences more meaningful for children. The unit approach provides variety in content and an opportunity for teachers to be creative in planning activities and developing materials. DARCEE provides a set of published resource unit guides for teachers to use. They are, however, optional and teachers are encouraged to modify and expand these units or to develop their own.

When are Units Taught in the DARCEE Daily Schedule?

Unit concepts are introduced during large group activity time to the entire group of children. During the day, each small group teacher may do a follow-up activity on the concept or understanding presented in the large group in one of her structured small group activity times. The other structured small group activity and the selected free choice activities are not usually related to the unit being used.

How Long Should a Unit Last?

Generally, units last two to three weeks. Several factors, however, influence how long a unit actually should last, the most important being how long children remain interested in the unit. Units should not be extended to the point that children are no longer interested. The "interest" factor means that teachers should plan and teach units only after carefully

considering the ages and the range of experiences of their students. The teachers' knowledge of the unit and access to resources to support the unit's content will also affect its duration. The kind and quality of first-hand experiences (field trips to places like the fire department and farm and the people she can invite into the classroom to explain how things like butter are made) will vary from one community to another.

Will All Year be Spent Teaching From Units?

No. There may be "break periods" of up to two weeks between units when activities focus on basic skills and attitudes that are not related to units.

Selecting and Sequencing Units

There is no set number of units to be used in a year's time; nor is there a required sequence of units. However, there are certain factors the teaching teams have used to guide their selection and sequencing of the units for use with their groups of children: (a) The age range of their children. (Units that demand reading competencies would probably be inappropriate for your children, as would be units that assume children have no concepts of color, when, in fact, they do.) (b) The relevance of the subject to the children's interest and experiences. (Avoid long units on dolls for boys, as well as long units on football and baseball for girls.) (c) The seasons of the year in which the program begins and terminates. (Avoid teaching about summer at great lengths if the program does not operate in the summer.) (d) The quality and quantity of resources available for a specific unit. (A unit on mountains would probably be more effective in western Colorado than in Kansas; a unit on zoo animals more effective in a city that has a zoo.)

With such considerations in mind, DARCEE has developed a general sequence of units, which is listed below:

1. Start the year with approximately two weeks of orientation. Help the children adjust to a new environment; introduce materials and toys the children have had little or no experience with; help the children feel secure with new adults and peers; help them learn what is expected in the new environment; plan activities that will enable the teaching team to evaluate where individual children stand in regard to specific skills and attitudes.[18]
2. The first unit would deal with concepts or understandings related directly to the child himself. Whether you call the unit All About Me, Finding Out About Me and My Friends, or My Body is of little consequence.
3. The next unit or set of units would move away from the child himself and deal with the child in relation to individuals of value to him. The most immediate environment and individuals that might be discussed would be the child's family. The DARCEE unit for this stage is called Home and Family, but other titles are just as appropriate.
4. The next unit or set of units would venture even farther from the child himself and would get into the less immediate environment: The neighborhood or community, or one which affects the child's

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[18] For example, when children are using crayons, the teacher would check to see if they can identify the colors. When giving out cookies, the teachers could check to see if children can count the number of cookies.

immediate environment indirectly. (Units in this category could take a number of directions. For instance, units on Pets, Transportation, Community Helpers, Community Businesses, Types of Buildings, Places of Recreation would fall into this category.)

5. The next set of units would involve content and experiences remote to the child's daily environment. For instance, for a group of urban children, units on Farm Animals, Farm Crops, Farm Machinery would fit in this category. For a group of rural children, units on Zoo Animals and The City would be subjects removed from their daily environment.

6. The fifth set of units would be seasonal units (Autumn, Winter, Spring, Summer) and would be appropriately placed in the sequence to correspond to the season. Other units would be taught when the occasion seemed appropriate. For example, a circus unit would be appropriate any time in the year that the circus visited the area.

Each unit is designed to build on the preceding unit (in both skill development and concept development), and each unit takes the child farther into the outside environment with which he will have to deal in the future on a more complex level.

Adapting Published Units or Developing Units

Adapting available curriculum units to the needs of a specific group of children is a process of elimination, revision, and addition. It is wise to review a unit in terms of its appropriateness for a specific group of children using the factors listed above. After the staff has decided on the

appropriateness of the unit, certain concepts can be eliminated, other concepts added, and still others revised to meet the needs of your particular group of children. The same process is applicable for the basic skills to be developed with the unit.

If a unit is to be developed from "scratch," the following steps could be helpful:

1. Decide on the unit theme.
2. List the concepts and understandings you want to teach in the unit.[19] (Don't worry about the order of those concepts and understandings.)
3. Rewrite the concepts and understandings in terminology the children will understand (the words you would use to present them to the children).
4. Put the concepts and understandings into a sequenced order starting with the simple, familiar concepts children are able to get through the five senses then move by the sequencing principle, ending with complex, less familiar concepts.
5. Decide on the skill objectives to be taught (introduced or reinforced) that would be coordinated with the unit's concepts and understandings.
6. Develop activities around concepts and skill objectives.

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[19]Examples of concepts are found on page 68 above. A concept is a category to help sort experiences. In a unit on "Community Workers," "fireman," "policeman," "fire," and "criminal" are concepts. Understandings refer to statements that include concepts in them, such as "A fireman puts out fires and rescues people," "A policeman catches criminals," etc.

CHECK YOURSELF

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1. Suppose your principal asks you what are units in the DARCEE program. What would you tell him? (Include in your answer information such as when in the day they are taught, how they are supervised, how long they last, and what topics they deal with.)

2. Below are topics for units. Assume you will teach all of these units. In what part of the year would you teach each topic and why you would place it when you chose to do so.

Units

1. Neighborhood Helpers _____
2. Transportation _____
3. All About Me _____
4. Home and Family _____
5. Winter _____
6. Pets _____
7. Forest Animals _____
8 Foods We Eat _____

3. List five or more unit topics you think you would like to teach. How would you sequence them?

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Now that you have read about the Unit Approach Essential and have perhaps discussed it with a member of your team, you are in a good position to develop block plans related to a unit with your teammate. To make your task simpler, assume the unit will last two weeks. Assume also that it will begin during the third week of school as your first unit. We will call Unit 1 "All About Me." For your planning use the Resource Unit Guide: All About Me. (If you prefer, you could develop a block plan for later in the early part of the school year called "Our Bodies." For this plan, what pages of the Resource Unit Guide might you use?)

As you develop your plan, look at the steps in preparing a unit on page 117 above. Use those steps if you find them helpful. Of course, for Step 2, several understandings are already listed in All About Me. Moreover, those understandings are specified in language children would understand (see Step 3 on page 117) and they are listed in a order the Resource Unit Guide's author felt moved from simple to more complex. Feel free to add other understandings and place them in the sequence of understandings according to the principles in Step 4. So far as what skills are to be taught, be certain that the activities you have listed in fact seem to relate to those skills, and list on what page in A Sequenced Guide for Recording Children's Progress the skill objective could be found.

Block plans are placed on the following page to help you do your planning.

School _____ Classroom _____

Block Plan for Week of _____ Unit _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group Activities					
Small Group Activities					
Structured Free Choice					
Second Large Group					

School_____ Classroom_____

Block Plan for Week of_____ Unit_____

	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group Activities					
Small Group Activities					
Structured Free Choice					
Second Large Group					

II. Parent Involvement

Since parents are usually the child's first teachers and the ones he or she will have the longest, it seems obvious to try to help them understand more about how their children are developing and help them see how important their role is in this development. Parents usually want to bring about positive changes where their children are concerned, but are sometimes unaware of how to bring these changes about.[20]

DARCEE's Ambitious Set of Goals for Parent Involvement

Since the public school situation demands that a child acquire certain skills in a designated amount of time, ways should be found of making that process easier for the child. One significant way is to help parents help their child get ready to "handle" the school situation with which he will eventually be confronted.

Closely related to that goal is the one of sustaining gains already made in the classroom. Children in your classroom will have a better chance to retain and extend a variety of concepts, relationships, and skills, if people outside your classroom are aware of and build upon what you have taught. Who would be in a better position to fill this role than the parents?

Another important aim of involving parents is to help them, the mother in particular, become aware of the options open to them in bringing

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[20] DARCEE in its experiences working with low income families has found that many mothers from those families feel they have little control over the events of their environment. Often with many children they also find they have little time to play and talk with their children. Much of the communication is of a kind to control behavior rather than to encourage exploration of the environment. Such conditions are not conducive to success in school and in later life for the child.

about desired changes in their lives. Providing them with help in recognizing alternatives they can take advantage of is in itself a worthwhile goal.

How DARCEE Has Worked Toward These Goals

The DARCEE program has worked with parents in a variety of ways. Its most well known approach is that of home visiting, an approach that involves an added staff member for every one to two classrooms. The "Home Visitor" makes a round of visits to each child's home between once a week to once a month. The goals of the home visitor are to implement the parent involvement goals listed above. Her job is a challenging one. She does not visit the home to teach the child; rather she goes there to help the mother herself become a more effective teacher for her own child, more able to make learning experiences accompany such routine tasks as putting away the wash and cooking supper. The home visitor's day includes much planning for visits, much travel to apartments and homes, much teaching of parents and children, and much evaluation of how her teaching went, so that she can tailor-make new plans for the next visit. When carried out by a well trained home visitor, DARCEE expects this approach to be the most likely one to accomplish its ambitious goals of parent involvement.

Another approach DARCEE has used involves bringing parents into the classroom on a weekly basis to observe and assist in the teaching. This approach involves having a part-time staff member who can point out to parents teaching techniques being used and who prepares parents to enter the classroom to teach.

This approach is also considered by DARCEE to be an effective means to accomplish its parent involvement goals, It should be added, however,

that the third goal, helping mothers become more aware of options in their lives, is less likely to occur in this approach than in the case of home visiting.

What Should You Do About Parent Involvement?

First, you need to find out what resources your administrators have provided for this area. Have they decided to hire a home visitor? If so, get to know the home visitor. Invite the home visitor to visit your classroom regularly to observe the children and learn what you are teaching. Also, set up regular conferences with the home visitor so that you can plan how to work most effectively as a team to help each child in his skill and attitude development. If your administrators have not hired a home visitor, as is quite likely, see if they have planned to hire anyone to work with parents. If they have, try to meet with that person to plan ways you could inform parents of what you are doing. You might consider room "PTA-type" meetings or invitations to parents to have them visit your class. Some DARCEE teachers have even involved parents in teaching small groups and, where law permits, to serve as substitutes when assistant teachers are absent.

Some Practical Tips for Situations Where No One Is Hired to Work With Parents

Make your goals realistic. The ambitious set of goals, described on page 122, is not practical for you if you have no one outside of your teaching team who is assigned the job of working with the parents. You and your team will have more than enough to do in planning, implementing, and evaluating for your own classroom. It would certainly not be feasible for you to try to help each mother figure out what options she has regarding her

personal and family life! At the same time, it would be feasible for you to work toward the goal of helping mothers prepare children for class and sustaining what children learn in the program, if you could arrange some meetings with the parents as a group from time to time, and if you would invite parents to visit your classroom and inform them on what their child is doing while they are there.

Strategies to accomplish your goals--meetings while children are not present. One way to inform parents about what their children are doing is to meet with parents as a group when children are not present. Before having such meetings, it is wise to inform your principal (or other administrators) and get his suggestions. He may want to attend and participate. Also, before the meeting plan carefully what you want to accomplish and what you will do. Some topics that could be themes for the meeting could be:

> "A Typical Day in Our Classroom: (Parents could be given the experience of the DARCEE schedule by having mock large group meetings, small groups, structured free choice, etc.)
>
> "How We Learn New Things Each Day." (Parents could be shown how children learn by first matching, then recognizing, then identifying, and finally, in some cases, by producing.)
>
> "Skills Your Children Have Been Learning." (Review with parents things their children have learned that they were not able to do at the beginning of the year.)

Many other topics are possible.

At such sessions try to make the meeting (a) inform parents about what their children are doing, (b) interesting [get parents involved and vary the modes of presentation], and (c) help parents learn at least two or three ways they could extend their children's skills and improve attitudes to school-like activities at home.

Strategies to accomplish your goals--communicating with parents.

Each time you see a parent you have an opportunity to help him or her want to learn more about your program and feel more capable of helping extend what children learn in your classroom. Each contact you will have with parents will be different in some ways; however, there are some general principles you should try to follow:

1. Think of parents as worthwhile contributors to your program. An attitude of "parents don't really care about what their child does at school" or "parents really don't have the ability to contribute anything" would interfere with getting full cooperation from parents.
2. Be sincerely interested in involving parents. A teacher who is not convinced that parents should be involved in the program will not be successful in convincing a parent that she is needed or wanted.
3. Be willing to put forth extra effort to involve parents. Having parent meetings and inviting parents to your class takes extra time and effort, but this extra time and effort often leads to important, desirable results.
4. Try to make yourself clearly understood when talking to parents about the program. Some parents may not be familiar with some of the terms used in relation to the program, and will be turned off by "big" words. Simplicity is the key.
5. Be tactful in dealing with individuals. You may find yourself in "sticky" situations with some parents. Some parents may volunteer information that they may later regret having volunteered. Of course, whenever such information is revealed, make an extra effort to keep it in confidence.

6. Be positive with parents. Let them know by note or when you see them about the good things their children are doing. Focusing on children's problems may cause parents to feel bad about their children which would harm the child's self-esteem and make the mother feel inadequate.

7. Keep in mind the goals behind involving parents in the program. People vary in where they place their values. The parent worker must ask herself "what are my purposes in involving the parents?" "What will be the effects of what I say and do with these parents?" Answering these questions should help the worker avoid asking questions or making statements that do not apply to her work with parents. The aim is to change or develop the mother's ability to be an effective teacher of her child, not to change her personality. The emphasis is on <u>what</u> the mother does with her child, rather than <u>who</u> she is. A parent worker's role is to help, not judge!

8. Be persistent. Follow the motto, "If at first you don't succeed, try, try again." You may have meetings, try to talk with mothers, and they may not show up. Sometimes you will ask, "Why should I bother?" Such feelings are natural and we have asked that question outselves. But we see the children far less than they are with their parents, so any assistance we give mothers in being more effective with their children could have far reaching, good consequences. A mother who learns to use positive reinforcement, for example, may learn something that will not only support the learning and self-concept of the child in your classroom, but for a number of brothers and sisters as well.

CHECK YOURSELF

1. Who, if anyone, have your local administrators designated to assist you in involving parents in your program?

2. What are your team's goals for parent involvement?

3. What strategies will you try to use to help involve parents more in your classroom and in the education of their children?

Chapter 4

SEQUENCING THE DARCEE CURRICULUM OVER A YEAR

In reading previous sections of this manual, you probably have a pretty good idea of how carefully the DARCEE program is sequenced. Everything that happens in the classroom occurs for specific reasons, in specific ways, and during specific periods of time. Events that happen in the classroom occur because of the experiences the teacher has provided for the children in the past, and because of the experiences she expects to provide them with in the future.

In the next few pages you will find a "birds eye view" of how plans change over the course of a DARCEE year. By comparing schedules and plans of the beginning, middle, and end of the year, you will see the changes in time allotment in the schedules, in the content of the lesson plans, and in the increased complexity of activities on the block plans as the year progresses.

Daily Schedule
First Month of School

8:30 - 8:50	Outdoor Play--Arrival (20 minutes)
8:50 - 9:10	Toileting and Wash-up (20 minutes)
9:10 - 9:25	Snack (15 minutes)
9:25 - 9:40	Large Group (15 minutes)
9:40 - 9:55	First Small Group (15 minutes)
9:55 - 10:10	Second Small Group (15 minutes)
10:10 - 10:55	Outdoor Play (45 minutes)
10:55 - 11:15	Preparation for Lunch (20 minutes)
11:15 - 11:50	Lunch (35 minutes)
11:50 - 1:20	Nap Time (1 hour, 30 minutes)
1:20 - 2:05	Outdoor Play (45 minutes)
2:05 - 2:20	Snack (15 minutes)
2:20 - 2:35	Structured Free Choice (20 minutes)
2:35 - 2:50	Second Large Group (15 minutes)
2:50 - 3:00	Dismissal
3:00 - 4:00 (or longer)	Planning and Evaluation (1 hour)

Daily Schedule
Sixth Month of School

8:30 - 8:50	Outdoor Play--Arrival (20 minutes)
8:50 - 9:05	Toileting and Wash-up (15 minutes)
9:05 - 9:20	Snack (15 minutes)
9:20 - 9:40	Large Group (20 minutes)
9:40 - 10:00	First Small Group (20 minutes)
10:00 - 10:20	Second Small Group (20 minutes)
10:20 - 11:05	Outdoor Play (45 minutes)
11:05 - 11:20	Preparation for Lunch (15 minutes)
11:20 - 11:50	Lunch (30 minutes)
11:50 - 1:20	Nap Time (1 hour and 30 minutes)
1:20 - 2:05	Outdoor Play (45 minutes)
2:05 - 2:20	Snack (15 minutes)
2:20 - 2:45	Structured Free Choice (25 minutes)
2:45 - 3:00	Last Large Group--Dismissal
3:00 - 4:00	Planning and Evaluation (1 hour)

Daily Schedule
Last Month of School

8:30 - 8:50	Outdoor Play--Arrival (20 minutes)
8:50 - 9:05	Toileting and Wash-up (15 minutes)
9:05 - 9:20	Snack (15 minutes)
9:20 - 9:50	Large Group (30 minutes)
9:50 - 10:15	First Small Group (25 minutes)
10:15 - 10:40	Second Small Group (25 minutes)
10:40 - 11:10	Outdoor Play (30 minutes)
11:10 - 11:40	Lunch (30 minutes)
11:40 - 1:10	Nap Time (1 hour and 30 minutes)
1:10 - 1:50	Outdoor Play (40 minutes)
1:50 - 2:05	Snack (15 minutes)
2:05 - 2:35	Free Choice (30 minutes)
2:35 - 2:55	Last Large Group (20 minutes)
2:55 - 3:00	Dismissal
3:00 - 4:00	Planning and Evaluation (1 hour)

School _____ Classroom _____

Block Plan for Week of Sixth Month Unit Neighborhood + Community

	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group Activities	Introduce grocery store. Show supple items, describe items, have children select appropriate item from display	Introduce Service Station - Prepare children for guest, Mr. Green, service station attendant who will discuss tools + services of his station	Introduce Barber shop - Beauty shop Demonstrate equipment of each have children label equipment. Discuss differences in hair textures	Introduce store - Prepare children for trip to store to purchase box of crayons for each	Quiz on 4 businesses introduced during wk. Children draw questions from a can
Small Group Activities	1. Classification of fruits + vegetables Cardboard models 2. Water color painting	1. Introduce solid shapes - spheres + cube 2. Paste + paper following model of service station	1. Story "Straight Hair - Curly Hair" 2. Flannel cut outs Numeral recognition 1-6	1. Trip to store 2. Experience chart of trip to store	Puzzles - second level 8-12 pieces
Structured Free Choice	1. Housekeeping 2. Rig-a-jigs 3. Fit-a-space	1. Pegboards - single sheet patterns 2. Unit blocks 3. Magic markers + paper	1. Paste + paper base shapes 2. Housekeeping 3. Flannel Story 4. Puzzles (unattended)	1. Dot Lotto recognizing sets 1-6 2. Patterning cubes; record-a-like jars 3. Fine differences	1. Blocks on floor 2. Cutting large construction paper shapes 3. Beads - following directions 4. Books (unattended)
Second Large Group	1. Review day 2. Children select songs to sing 3. Talk about visitor tomorrow	1. Review day 2. Each child tell one thing he learned from special visitor	1. Review day 2. Each child name the toy he played with 3. Song "Raindrops + Gumdrops"	1. Review day 2. Read experience chart done in second small group	1. Review day 2. Play new song to learn on record player

School _____ Classroom _____

Block Plan for Week of 1st Week of School Unit Orientation

	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group Activities	Standards: "Listening ears," "Walking boots," "buttons," "looking glasses," "thinking cap" Explain—coded color name tags Demonstrate—carrying chairs	Standards Song - "Where is Mary" Song - "If You're Happy" Coded color groups follow-up carrying chairs	Standards Song - "Where is Mary" Intro - "Good Morning Mr. Yellow Bird" Coded color groups carrying chairs	Standards Song - "Good Morning Mr. Yellow Bird Intro - Itsy Bitsy Spider (2) Color Coded groups carrying chairs	Standards Songs "Where is Mary" "If You're Happy" "Good Morning Mr. Yellow Bird" "Itsy Bitsy Spider" color coded groups carrying chairs
Small Group Activities	1st - Crayons & paper (red) each table 2nd - Clay each table	Paste & paper clay	counting cubes Lego blocks	Puzzles Manipulative toys	Crayons & Paper (1 red - 1 blue) counting cubes
Structured Free Choice	Intro Choices 1. Crayons & paper 2. Clay 3. Tearing pictures from magazines	1. paste & paper 2. Crayons & paper 3. Magazines	1. counting cubes 2. Lego blocks 3. Paste & Paper	1. Clay 2. Puzzles 3. Manipulative toys	1. Puzzles 2. Lego blocks 3 Manipulative toys
Second Large Group	Reinforce Standards "Where is Mary"	Reinforce Standards "If You're Happy" Review day	Reinforce Standards "Mr. Y. Bird" Review day	Reinforce Standards "Itsy Bitsy Spider" Review day	Reinforce Standards Songs Review day

School _____ Classroom _____

Block Plan for Week of Last Week of School Unit Basic skills

	Monday	Tuesday	Wednesday	Thursday	Friday
Large Group Activities	Dramatization "Jack & The Bean Stalk" for repeating lines of story; sequencing story without aid from teachers	Describing objects using at least 3 statements; classroom objects will be used	Floating Experiment (critical thinking) Objects that will and will not float Children guess & take turns experimenting	Film "The Four Seasons" Children recall characteristics of each season at end of film	Execute 4-5 verbal commands in correct order. Children volunteer to lead a song or finger play in front of group
Small Group Activities	1. "What's Missing" Game - Poster pictures fine discrimination 2. Writing names within defined lines on tablet paper (unattended)	1. Letter matching exercise (teacher classroom) Independence. 2. Whole-part/whole paste & paper construct box from parts - no model	1. Sets - Identification of equivalent and non-equivalent sets 2. Sort pictures by living versus non-living things	1. Select from alternatives words that rhyme. 2. Pegboards - design sheets with predetermined area. Models. Independence (Teacher ladies room)	1. Extend patterns construction paper - size, shape & color 2. Identify words, labels for classroom objects & children's names.
Structured Free Choice	1. Housekeeping (Unattended) 2. Pegboards - advanced design sheet (unattended) 3. Initial consonant sounds game "	1. Follow the dot ditties, primary size pencils 2. Puzzles 15-30 pieces (unattended) 3. Parquetry blocks with defined areas design cards (unattended)	1. Farm Lotto 2. Dramatization of Three Bears with Props. 3. Finger paint - experimenting with color combinations	1. Bean bags with chalkboard for scoring 2. Pasted paper collages (unattended) 3. Follow the model pasey paper - group effort - select set house & dog	1. Glue game - review unit concepts 2. Building blocks (unattended) 3. Cuttas - reproduce numerals 6-10 (unattended)
Second Large Group	Recall day in sequence Children describe pictures; group guesses what is being described	Visual statements Children define what's silly about statement teacher makes	Review of objects that float - Children also name objects they think would float & not float	Record player - loud & soft, high & low Sequence day	Review week's major group activities

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DAILY LESSON PLAN

Instructional Theme (Unit) Orientation

Teacher's Name Mrs. X Group First small group

Date First day Time 9:40 - 9:55

Objectives: [Behind each cognitive objective indicate appropriate pages from A Sequenced Guide for Recording Children's Progress.]

1. The children will be able to follow standards for using crayons and paper (Not in Record Keeping System)
2. The children will be able to manipulate (control) a crayon to draw on a sheet of paper (Not in Record Keeping System)

Strategies:

1. Set standards for keeping paper flat on table
2. Talk about red crayon and demonstrate use (briefly).
3. Pass out paper — reinforce for following standards
4. Pass out baggies, each containing 1 red crayon
5. Prepare for clean-up a few minutes early
6. Write names on each child's picture
7. Collect pictures and crayons

Materials:

7 baggies — each containing 1 red crayon
14 sheets of plain white paper
1 black magic marker

Skill and Attitude Development for Specific Children:

Buffer:

Puppet — for guessing game — teacher describes a child at the table — children guess child's name

DAILY LESSON PLAN[1]

Instructional Theme (Unit) Neighborhood v Community

Teacher's Name MRS. X Group First Small Group

Date Sixth Month Time 2:40 - 3:00

Objectives: [Behind each cognitive objective indicate appropriate pages from A Sequenced Guide for Recording Children's Progress.]

1. Identify fruits and vegetables from their pictures. (p. 65, objective #1)
2. Place picture cards in appropriate baskets (fruits or vegetables). (p. 62, objective #13)

Strategies:

1. Show cards; each child labels picture.
2. Expl. & Dem. procedure (Kids select cards and place into fruit or vegetable basket.
3. Carry out procedure.
4. Let group count, at end of game, number of cards in each basket to see which contains most cards.

Materials:

Cardboard models of fruits and vegetables

Skill and Attitude Development for Specific Children:

Mary has been frustrated by several activities lately. This should be easy for her. Build up her confidence (self-esteem) on this activity. Since Bill & George have been bothering each other lately, I'll have them sit apart from one another.

Buffer:

Construction paper cutouts to paste a collage.
Paste
Plain sheets of paper.

[1]Note how objectives are stated briefly; each of them refer to children's behaviors. Note also how strategies are stated briefly, how in Strategy 2 abbreviations are used for "explain and demonstrate." The paragraph under "Skill and Attitude Development for Specific Children" is not stated as briefly simply to make the ideas in it meaningful for the reader.

DAILY LESSON PLAN[2]

Instructional Theme (Unit) Basic Skills

Teacher's Name Mrs. X Group First Small Group

Date Last month Time 9:30 - 10:15

Objectives: [Behind each cognitive objective indicate appropriate pages from A Sequenced Guide for Recording Children's Progress.]

Ident. missing parts in pictures of objects (small details) (p 29, objective #4)

Strategies:

1. Let kids define stds for playing game.
2. Show one pix — ask children what they think is wrong with it.
3. Let kids take turns describing pixes and pointing out what is missing.
4. Show last pix at end of activity with nothing missing to see how many children guessed correctly

Materials:

"What's Missing" poster pixes

Skill and Attitude Development for Specific Children:

Since Pete has trouble with this kind of exercise, I'll call on him to find the objects on pixes #4, the easiest ones. I'll praise him afterward.

Buffer:

Crayons & numerical coded ditos to color.

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[2] As in the lesson plan on page 137, the objective is stated briefly. "Ident." is an abbreviation Mrs. X used to stand for "children will identify." In the strategies, the teacher makes many other abbreviations for the purpose of brevity: "stds" (standards), "pix" (picture), "pixes" (pictures).

Chapter 5

HELPFUL HINTS

Program Management

In managing a particular program, there are a number of pertinent questions to be answered, depending on the individual setting. If the program is operating in a facility used by other groups, you would need guidelines to function effectively and efficiently within this setting. For example, are the bathroom facilities to be shared with other groups? If so, are there special times they are available to my group? Are there outdoor and/or indoor recreational areas? If so, will I be sharing these areas with other groups? Do I need to schedule outdoor playtime to correspond with other groups' needs for the play areas? Is there a lunchroom? Will I be sharing the lunchroom with other groups? Will there be a special time scheduled for my group to use the lunchroom? If there is a lunchroom are there special rules I should know about for my group to function appropriately in the lunchroom: If there is no lunchroom, what other arrangements are made for meals and snacks? Do we, the teaching team, take responsibility for collecting lunch money and sending a lunch count to the cafeteria supervisor?

Other questions affecting smooth program management relate to record keeping. Does the teaching team have responsibility for keeping attendance? It is wise to get a list of all records/forms required for the

program early in operation. Are there specific dates periodically when record forms are due? To whom do I send the completed record forms?

What facilities or individuals are available for care of children who become ill at school? Are there first aid supplies available for minor cuts, bruises, abrasions?

Is there a petty cash fund available to the teaching team?

What plan of action should I take if the center lacks materials and/or supplies on opening day? For the mental health of all concerned, an adequate supply of teaching materials is recommended. However, there are times when the teaching team would need to rely on its own initiative to operate the program on a shoestring. Following are a list of suggested "scrap/bag and borrow" materials that can be used to teach skills and attitudes just as effectively as the most elaborate commercial materials.

1. Home made play dough--be sure to let the children make the play dough as part of the experience.
2. Paper Mache--materials needed: newspaper, flour, water, large pan.
3. Different colored construction paper.
4. Children's scissors.
5. White paste.
6. Last season's wallpaper catalogs.
7. Feel box--materials needed: shoe box or one larger, a variety of objects with different textures (hard-soft; rough-smooth; fuzzy) and different shapes.
8. Abundance of magazines.
9. Discarded clothes for dress-up corner.

10. Discarded food containers (for comparison of size).
11. Discarded household supply containers (detergent boxes, scrub pad boxes, plastic shampoo bottles, toothpaste boxes, etc.). Use items 10 and 11 for classification games--food/not food; language development activities, etc.
12. Cooking experiences--making jello in small groups for snack; butter from cream; applesauce from fresh apples.
13. Tasting party--a variety of flavors (salty, sweet, sour, other flavors familiar to children--peanut butter, chocolate, peppermint). Use raw fruits and vegetables.
14. Crayons.
15. Collages made from odds and ends.

A number of other activities can be developed without any materials at all. For instance, clue games centering around the children and/or obvious objects in the room. Be sure to check with the local librarian for available books (of songs and stories especially), records, study prints, and films for your age group of children.

Flannel characters may be made to make fingerplays and nursery rhymes more meaningful for the children, as well as help children learn the sequence movements that accompany the fingerplays and nursery rhymes. Nursery rhymes become a favorite activity if props are supplied and the children dramatize the nursery rhyme characters.

The children will develop a number of skills and attitudes, and learn concepts while having fun singing the songs and doing the fingerplays and nursery rhymes. Check A Sequenced Guide for Recording Children's Progress for specific skills.

Tips for Good Teaching

1. Plan each activity for a specific purpose--to develop certain skills and attitudes. Check A Sequenced Guide for Recording Children's Progress.
2. Organize the material for the activity prior to doing the activity. Have the material ready in a box (Treasure Box) or bag near the table so you do not have to leave the children to get materials.
3. Choose a good place in the room for the activity (table, floor, corner) and place your materials where you will need them. In choosing an appropriate place in the room, consider where the other groups will be at this time, windows, traffic lanes, etc.
4. Place the children so that they can all see you and the material being used; be sure you can reach each child (you may have to move around).
5. Get the attention of all the children before beginning the activity. If you do not have their attention before you start the activity, chances are you will not gain their attention after getting into the activity.
6. Be enthusiastic about the activity (smile) and use a "Game" approach to get the children excited or interested in what you are going to do together.
7. Set standards (specific and clear directions). Standards should be set before giving out materials or engaging in the activity. Be sure to tell the children what you want them to do and how you want them to do it.

8. Give each child his material for the activity (puzzle, crayons and paper, paste and paper, game board) or hold your material where all children can see it (flannelboard, book, picture, object).
9. In an activity where each child has his own material, move around the group to give each child help or praise.
10. Sit on low chairs or stoop so that you can look at and talk directly to the children.
11. Always use the children's names--when asking questions, when giving directions, when talking about their work or belongings, when giving praise.
12. Keep the attention of the children by looking at them often, by touching them to praise them, by asking them questions they can answer, and by giving directions they can follow.
13. Praise the behavior you want to see--smile, touch child, use his name, tell him what he did right or well. Be positive!
14. Use a warm, pleasant manner with your children, but be very firm about what they are allowed to do. Give them limits!
15. Children have different abilities. Praise each child for what he can do and for his progress. Do not compare children.
16. Plan your activities to last for a specific amount of time. However, stop your activity while it is still fun for the children, so they will want to do it again another time.
17. You decide when the activity should end, and then collect the materials. Be sure to prepare the children for the close of the activity in a positive manner.

18. Always have another activity, a "buffer," planned in case the activity you have planned for this specific time is not going well or does not take as much time as you had thought.
19. If the children have made something from paper during the activity, print their names on their work as each child watches you. If possible, hang the papers on the wall where the children can see them.
20. Prepare the children for the next activity. Be sure to set standards for the transition time (either a brief wait between activities, or moving from one place in the room to another).

Chapter 6

GETTING UNDER WAY--THE FIRST WEEK OF SCHOOL

At some point before the opening of the classroom, you will need to make specific preparations for that first day. Think through what will happen from the minute the first child arrives to the minute the last one leaves. Things that appear to be insignificant may prove to be very important in how well the first day goes.

First of all consider the schedule. The section on scheduling in this manual will prove valuable in helping you to plan your daily schedule so that it will be effective and efficient for your classroom, your team, and your children. Remember to allow ample time for transitions, bathroom, and playtime. Activities should be short and should change frequently in the beginning of the year. (See Chapter 4 for sample schedules and block and lesson plans.)

Once a daily schedule has been developed, it is necessary to think in terms of long-range planning. Block plans should be made for the first two to three weeks of school. A brief review of the DARCEE sequencing principles and unit teaching may be helpful. Typically, the first week of school is used for orientation or "getting acquainted" and the second week for evaluation of the skill and attitude development levels of the children.[21]

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[21] Such evaluation is done in a manner children are not aware of. The teacher may have children carry out simple tasks to evaluate their skills in following directions. She may also ask them to place objects above, below, or beside other objects to assess children's understanding of position concepts.

Often the first unit, All About Me, begins during the third week and continues through the fourth week of classroom operation. Of course, the activities listed on the block plan will vary from classroom to classroom, depending upon the availability of materials. Clay, paper, paste, blocks, books, assorted manipulative toys, crayons, etc., are usually appropriate activities to plan during the first weeks.

For a well-planned week, consider these suggestions:

1. Vary your objective, activities, and materials from day to day.
2. Include:
   a. Two or three language activities a week.
   b. Two or three math activities a week.
   c. Other concept and skill areas. Don't forget Basic Concept Development, Visual Skills, Auditory Skills, and Small-Motor Skills.
3. Have continuity in your unit presentation. Sequence information carefully. Present information. Slow down to devote time to review and recall. Then present some more information.
4. Vary the type of large group you conduct so that in addition to some discussions you include dramatizations, records, games, film strips, books, experience stories, and many other types of activities.
5. Have continuity in your skill development activities. Try not to run several activities on one skill so closely together that the children get bored; yet don't wait so long between activities that the children forget everything they have learned.

After the daily schedule and two to three weeks' of block plans have been completed, the team can concentrate on planning the first day of class. Lesson plans must be written by each teacher for each activity she will teach. The lead teacher must write a lesson plan for large group and each small group activity that she plans to teach on the first day. The assistant teachers write lesson plans for each of their small group activities. The plans include objectives, a description of the activity, materials needed, and a buffer.

Armed with a daily schedule, the block plans for the first three weeks and specific lesson plans for each of the first day's activities, the teaching team may feel that they are well prepared to open their classroom. Planning for the first day, however, needs to be even more specific and detailed.

Teachers should prepare name tags for themselves and the children. These name tags could be color coded so that each teacher would make a name tag for herself and each child in her group all in one color. The name tag for each child should be made out of construction paper with a string of yarn attached so that they can easily hand around the child's neck. Each teacher and her group uses a different color for the tags. (For example, Mrs. X and her group's name tags are red, Mrs. Y and her group's are blue.) The children will not be able to read the names, of course, but the teacher can say to the children, "I'm your special teacher, and we all have name tags that are the same color. Everyone who has a tag that is the same color as mine will sit at this table." Identical name tags will also be put on each table. These may need to be left on the table even after name tags are not

worn. The teacher may want or need to make special seating arrangements, or there may be children who still have trouble identifying their group after name tags have been discontinued. Needless to say, name tags would be left on the table until the teacher is sure she knows the names of all the children in her group. Name tags are used in one way or the other until the teacher feels each child is able to identify his group.

On the first day there will probably be some children who do not relish the prospect of being with a group of strangers without mother's presence. (This means that you will need to have an abundant supply of Kleenex tissues close at hand!) Some crying children may be easier to comfort than others. The teacher will have to be the judge as to the best way to handle the situation with a crying child (or mother). She will have to decide whether it is better to have a mother remain an extra few minutes with her child or whether it would be better for the mother to leave immediately after bringing her child to the door. The teacher must also decide when to leave a crying child alone and go ahead with planned activities. She would do this only after she had made sure that she had done everything possible to make the child feel comfortable in the classroom.

Teachers also need to keep in mind the possibility of children wetting their pants. This means having an extra change of clothing on hand. For some children a day away from home with new people may be a traumatic experience. "Accidents" are to be expected and should be handled as matter-of-factly and positively as possible.

A teacher should not feel overly concerned on the first day if a child will not talk or participate in activities. She needs to be sure she

is asking for information the child knows, and that she provides the children with activities that do not necessarily require verbal responses. She will also reinforce the children positively and make activities fun, in hopes that the unresponsive child will want to participate.

The physical setting of the classroom should be organized. All shelves and walls will be bare except for the treasure boxes beside each teacher's table. Each teacher's treasure box should contain all materials needed for that day. Items such as Kleenex, magic markers, tape, pins, extra sheets of paper, and hand puppets should be out of the child's sight. Access to a first aid kit is essential. Tables will need to be positioned in appropriate places, storage areas organized for materials and for children's belongings. Coat racks or cubbies should have each child's name attached.

Teachers will, of course, need to have the children grouped beforehand. How they are grouped will depend on how much information the teachers have. The children will either be grouped randomly, by age, or on the basis of other information gathered during registration.

The first child and parent to arrive will be greeted warmly by the teachers, the child's name tag will be placed around his neck with an explanation of what it is and why he needs to wear it. He will be taken to his "special" table and shown his "special" chair. The first day will be much smoother if teachers make these preparations beforehand.

Chapter 7

YOU ARE ON YOUR OWN

Although a great deal of effort has been expended to make this guide as complete as possible, there will be many circumstances, questions, and problems that arise that have not been dealt with here. When these situations develop, you can review parts of this book that suggest principles for handling those specific problems or decisions. In the end, however, you, the DARCEE teacher, must make a decision based on your own best judgment.

No manual could answer all the questions that would arise or give solutions to all situations that develop within and around the DARCEE Program. What an impossible task! We hope you, the DARCEE teacher, will find that this manual provides a framework within which to operate, leaving the way clear for you to use your own creativity and to exercise your own initiative.

APPENDIX A

ANSWERS TO SOME OF THE CHECK YOURSELF ITEMS

ANSWERS TO "CHECK YOURSELF" ITEMS

Exercise on page 29. (Correct answers are listed below. If you have any questions about them, refer back to pages 11-18 for items that pertain to grouping, to pages 19-22 for items that pertain to schedules, and to pages 22-27 for items that pertain to the physical setting.)

1.	N	6.	N	11.	D
2.	N	7.	N	12.	N
3.	D	8.	D	13.	D
4.	D	9.	D	14.	N
5.	N	10.	N	15.	D

Exercise on page 39. (If you have questions about any of the answers, you may refer back to pages 33-38.)

1.	S	6.	S	11.	LT
2.	LT	7.	S	12.	LT
3.	AT	8.	LT	13.	S
4.	S	9.	S	14.	S
5.	S	10.	S		

Exercise on pages 46-47.

1. B

2. Non-behavioral. A possible objective could be: By the end of small group activity, children will be able to identify the colors red, blue, green, yellow and when I point to objects of those colors. (Other objectives are possible so long as they are stated in terms of specific things children will do.)

3. B

4. B

Exercise on pages 46-47 (continued)

5. Non-behavioral. A possible objective could be: Children will raise their hands when I say words that rhyme. (Words I will say that rhyme and do not rhyme are on cards I have made. An example of rhyme words are "was"--"fuzz." An example of a non-rhyme word is "cat"--"cow.") (Other objectives are possible.)

6. Non-behavioral. A possible objective could be: Ten minutes after each small group, large group, and structured free choice begins, I will look around the room and tally the number of children who are involved in the activity and those who are not involved. If the number involved is greater than the number not involved, I will assume the children are enjoying the activities being provided. (Other objectives are possible.)

7. B

8. B

9. B

10. Non-behavioral. A possible objective could be: During large group children will stay seated until the activity is over unless the teacher directs them to stand up as part of the activity.

Exercise on pages 63-66. (The answers given below are only suggestions for what standards you might set and what behaviors you might reinforce.)

Situation 1.

3. How to hold a crayon, mark only on paper. Child is to use crayons only that come from his bag.

4. Holding crayon correctly, marking on paper, children using crayons from their bags.

Situation 2.

3. Walk single file, walk quietly (i.e., make little noise with feet and no talking, or "walking boots" and "zippers," as some DARCEE teachers set their standards).

4. Reinforce for following standards; single file line, quiet feet, no talking.

Exercise on pages 63-66 (continued)

Situation 3.

3. Each child keeps clay on table, right in front of himself; he may pound clay, roll it, use it as he pleases; he should use only that clay given to him. Other standards may be set.

4. Reinforce for following above standards. Also reinforce children for their being absorbed and interested in the activity and their working in a purposeful way.

Situation 4.

3. Each child should use the paste given to him, he should use his pointer finger to place paste on object to be pasted, he should paste the square and circle on the paper when and as the teacher directs, paste should be kept on paper and pointer finger, not on clothing or table. Since this is the first time using paste, it is important to demonstrate step-by-step what to do and have children follow along in the step-by-step manner.

4. Reinforce for following directions, pasting with pointer finger, pasting square and circle on paper as directed, keeping neat, being absorbed and interested in activity, waiting until directions are given.

Situation 5.

3. Other than use crayons at a designated table, set no standards. Children by this time should know what are the ground rules.

4. Reinforce them for behavior like completing tasks they began, for their being absorbed in their pictures, for sharing crayons, for being creative in their use of color.

Situation 6.

3. Listen well, no talking, sit straight, see if you (the children) can remember what happens in this story.

4. Reinforce them for following directions, with special praise going toward their responding well by recalling in order the events of the story, as well as for children waiting their turn to be called on.

Exercise on pages 73-74

I.

(If you have any questions about the answers that follow, refer back to pages 70-72.)

1.	a	5.	d	8.	c
2.	c	6.	b	9.	d
3.	b	7.	a	10.	c
4.	c				

II.

(The answers below only indicate possible answers to these questions. Your answers may be different from these and still be correct.)

1. "Hold up a picture that looks like this one [the picture the teacher holds up shows a child crying]."

2. "Point to the picture of the girl who looks angry."

3. "Look at this picture. How do you think that boy feels?" or "How did the first little pig feel when the wolf blew at his home?"

4. "Show me how you look when you are sad."

Exercise on page 78.

1. 3rd (a)
   1st (b)
   2nd (c)

   The sequencing principles that apply here are Matching, Recognition, and Identification (Manual pages 70-72).

2. 1st (a)
   3rd (b)
   2nd (c)

   Two sequencing principles may be applied here. Activities "a" and "c" are Recognition activities, while "b" requires Identification. Thus, "a" and "c" would precede "b." One could place "a" before "c" because "c" requires relatively fine discrimination (Manual page 71) compared to "a."

Exercise on page 78 (continued)

3. 3rd (a)
   1st (b)
   2nd (c)

   Here the sequencing depends on the length of the activity; small group activities increase in length during the year (Manual pages 74-77).

4. 1st (a)
   3rd (b)
   2nd (c)

   The use of shared materials (page 76) govern the sequencing of these activities. "a" requires no sharing; "c" requires little or no sharing; "b" involves children in sharing of the crayons.

Exercise on pages 80-83. (In the space below two samples are given to illustrate how this item may be handled.)

Situation A

1. a. Match circle, square 3
   b. Recognize circle, square 3
   c. Identify circle, square 3

2. (Objective 1a) Give each child one card which has either a circle or a square on it. Ask those children to stand up whose cards look like the card you hold up.

   (Objective 1b) Tell children name of square and circle. Have them stand when you say the name of the shape they have on their card.

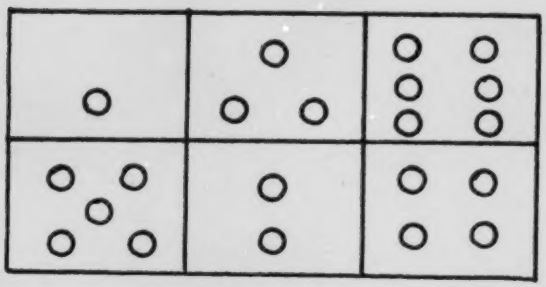
   (Objective 1c) Hold up circle or square card. Ask children, "What shape is on this card?"

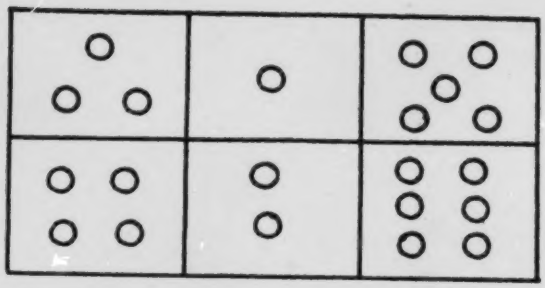
Situation I

1. Match sets 0-6 20

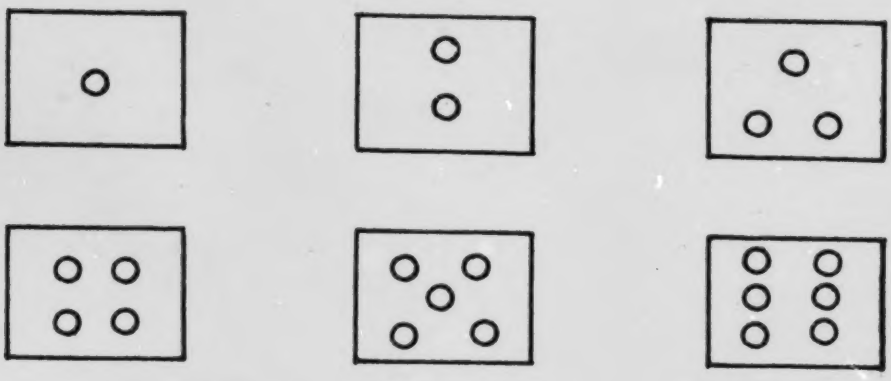
2. Make a dot lotto board for each child in your small group that looks like these below:

Exercise on pages 80-83 (continued)





Also make a set of cards that look like those below, one set of six per lotto board.



Give each child a lotto board and have him cover each section of the lotto board with the card that matches.

Exercise on pages 110-112. (The Attitude Diagnosis Record for "Tom: A Hypothetical Case" is filled out for two objectives, self-concept and self-esteem (see pp. 99 and 100).

Exercise on pages 118-119.

1.

1. Compare your answer to Question 1 with the text on page 113 and the top of page 114.

Exercise on pages 118-119 (continued)

2. Logical times to teach each unit would be:

   1. Middle of school year
   2. Middle of School year
   3. Early in school year (first month)
   4. Early in school year
   5. Winter
   6. Early or middle of school year
   7. Fall
   8. Early in school year if unit deals with foods we eat in classroom and at home. Late in year if it deals with how foods are produced and sent to us.

   The times you list for each unit may be different from that listed above. The main point is that your reasons should be consistent with those on pages 11[illegible]116.

3. Your main means of judging your answer to this item is to consider whether in fact you would like to teach the unit listed and to compare your sequence with the principles of sequencing listed on pages 115-116.

II.

Your block plans could be evaluated using the following criteria:

1. Each large group activity and one of the daily small group activities should be related to the theme of the unit.

2. There should be variety of materials and activities within each day and between days.

3. The simple activities should appear at the beginning of each unit, to be followed by more complex activities that build upon skills and understandings developed in the simpler activities.

Exercise on page 128. How well you answer questions 1, 2, and 3 is something this manual could not constructively help you assess. The important thing is that your goals and strategies be feasible for your situation.

	Child's behavior is consistent with this attitude objective	Child's behavior falls somewhat short of this attitude objective	Child's behavior falls seriously short of this attitude objective
Self-Concept			
Description of objective: Child is realistic in describing himself and in saying what he can or cannot do well. For example, Bill correctly indicates he is not the best vocalist in class.			Tom's teacher felt that most of what he said he was unrealistic.
Teacher behavior recommended: (What should the teacher do to maintain the child's attitude or to foster an appropriate change?			[illegible]
Self-Esteem			
Description of objective: The child seems happy with himself or herself, shows the feeling "I'm happy to be what I am."		Tom usually seemed happy with himself. He was not unusually happy when given [illegible] praise.	
Teacher behavior recommended: (What should the teacher do to maintain the child's attitude or to foster an appropriate change?		Tom would be happier if given to see he can do well and if praised for good work. Most [illegible] Teacher [illegible] for him. Reinforce him for working well with others.	

ATTITUDE DIAGNOSIS RECORD

Student Tom Teacher [illegible] Date May 12, 1971

APPENDIX B

ATTITUDE DIAGNOSIS RECORD

ATTITUDE DIAGNOSIS RECORD

The pages that follow are suggestive of a record keeping system you could use to assess how individual children are performing in relation to the DARCEE attitude objectives. The sample page in Appendix A (page 160) shows how the record keeping system could be used.

	Child's behavior is consistent with this attitude objective	Child's behavior falls somewhat short of this attitude objective	Child's behavior falls seriously short of this attitude objective
Self-Esteem			
Description of objective: The child seems happy with himself or herself, shows the feeling "I'm happy to be what I am."			
Teacher behavior recommended: (What should the teacher do to maintain the child's attitude or to foster an appropriate change?)			
Self-Concept			
Description of objective: Child is realistic in describing himself and in saying what he can or cannot do well. For example, Bill correctly indicates he is not the best vocalist in class.			
Teacher behavior recommended: (What should the teacher do to maintain the child's attitude or to foster an appropriate change?)			

ATTITUDE DIAGNOSIS RECORD

Student_____ Teacher_____ Date_____

	Child's behavior is consistent with this attitude objective	Child's behavior falls somewhat short of this attitude objective	Child's behavior falls seriously short of this attitude objective
Self-Control			
Description of objective: Child behaves in a manner consistent with teacher's standards, can deal constructively with frustration			
Teacher behavior recommended: (What should the teacher do to maintain the child's attitude or to foster an appropriate change?)			
Independence (care of self and property)			
Description of ojbective: Child willingly clothes himself, cares for himself in restroom, uses personal property and supplies carefully, etc.			
Teacher behavior recommended: (What should the teacher do to maintain the child's attitude or to foster an appropriate change?)			

	Child's behavior is consistent with this attitude objective	Child's behavior falls somewhat short of this attitude objective	Child's behavior falls seriously short of this attitude objective
Trust in Others			
Description of objective: The child shows a liking for his teacher and classmates, through play, conversation, etc. Child seems comfortable in DARCEE classroom			
Teacher behavior recommended: (What should the teacher do to maintain the child's attitude or to foster an appropriate change?)			
Interest and Ability in Interacting With Others			
Description of objective: Child unhesitatingly joins with peers in classroom or playground activities when she desires such interaction. Interacts with teacher.			
Teacher behavior recommended: (What should the teacher do to maintain the child's attitude or to foster an appropriate change?)			

	Child's behavior is consistent with this attitude objective	Child's behavior falls somewhat short of this attitude objective	Child's behavior falls seriously short of this attitude objective
Awareness and Respect for Needs of Others			
Description of objective: Child willingly takes turns and shares in the classroom and on the playground when such behaviors are appropriate. Child helps others as needed.			
Teacher behavior recommended: (What should the teacher do to maintain the child's attitude or to foster an appropriate change)			
Functions Constructively as a Member of a Group			
Description of objective: Child uses constructive rational and socially acceptable means to resolve conflicts with peers. He avoids "non-constructive" approaches such as fighting crying and total surrender. He helps group solve problems it faces.			
Teacher behavior recommended: (What should the teacher do to maintain the child's attitude or to foster an appropriate change?)			

	Child's behavior is consistent with this attitude objective	Child's behavior falls somewhat short of this attitude objective	Child's behavior falls seriously short of this attitude objective
Interest in School-Type Activities			
Description of objective: The child seems to enjoy tasks the teacher presents him and the opportunity to learn new things.			
Teacher behavior recommended: (What should the teacher do to maintain the child's attitude or to foster an appropriate change?)			
Delay of Gratification			
Description of objective: Child passes up immediate, minor pleasures and puts up with minor discomforts in order to obtain important goals later on.			
Teacher behavior recommended: (What should the teacher do to maintain the child's attitude or to foster an appropriate change?)			

	Child's behavior is consistent with this attitude objective	Child's behavior falls somewhat short of this attitude objective	Child's behavior falls seriously short of this attitude objective
Persistence			
Description of objective: Child regularly persists at tasks until the time is up, he has completed the task, or until he is hopelessly stymied.			
Teacher behavior recommended: (What should the teacher do to maintain the child's attitude or to foster an appropriate change?)			
Achievement Motivation			
Description of objective: Child sets and tries to meet standards of excellence he sets on tasks he undertakes. His goals are usually realistic.			
Teacher behavior recommended: (What should the teacher do to maintain the child's attitude or to foster an appropriate change?)			